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DNR

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DNR

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## **Problem Statement:**

The Mission of the Marine Resources Division (MRD) within the South Carolina Department of Natural Resources (SC DNR), headquartered in Charleston, SC is to serve as the principal advocate for and steward of the state's marine resources. The goals are accomplished through four major functions; research and monitoring, resource management, education and outreach, and facilitating access to natural resources. There are approximately 200 staff members at MRD and three major sections within the Division support the mission of the Agency.

Research and monitoring are primarily conducted through the Marine Resources Research Institute (MRRI) which provides the scientific expertise and facilities to support resource management and outreach programs. The Office of Fisheries Management (OFM) is responsible for managing the state's marine resources and associated habitats. The Coastal Reserves and Outreach office (CRO) protects and promotes the use of coastal public lands and fosters stewardship of our state's coastal and marine resources.

Recently the Division implemented a Pay Plan to provide a framework for modest pay adjustments for employees who increase skills and abilities. The plan was developed to address the growing difficulty in attracting outside candidates for employment and employee retention issues due to lagging salary levels. To qualify for the step increases, employees must meet certain criteria including annually complete two trainings. The educational requirements can be achieved by attending a number of different trainings, seminars, events and outreach programs, and in-service training where appropriate.

Traditionally in MRD, professional development is accomplished through participation in outside trainings or other opportunities. However, there are several barriers to accomplishing professional development utilizing outside resources and not all staff have equal opportunity and



information. Due to the new professional development requirement, it is now incumbent upon the Division to actively provide equitable access to trainings and training resources.

With 200 staff members performing a wide variety of functions, a well-structured audience needs assessment is a crucial first step towards efficient coordination of training for all MRD staff. Presented in this report are the results of an audience needs assessment and associated recommendations. The objectives of the needs assessment described here were (a) identify key skills and knowledge required by MRD staff, (b) identify gaps in skills or knowledge related to key functions, (c) identify interest training on certain topics and skills, and (d) gain insight into preferred training delivery methods, format, and timing.

### **Data Collection:**

The design of the MRD staff training needs assessment was derived from mixed methods research. This type of research combines qualitative and quantitative approaches to effectively and comprehensively understand and analyze a research problem, in this case identifying staff training needs. This needs assessment follows guidelines outlined in the Triangulation Design method of social science research. The Triangulation Design intent is to, "...bring together the differing strengths and non-overlapping weaknesses of quantitative methods (large sample size, trends, generalization) with those of qualitative methods (small *N*, details, in-depth)". With a triangulation design, results of the quantitative and qualitative data sets are brought together in a results analysis, where a more substantive picture of reality is verified (Creswell, Clark, 2007). Quantitative data within this research study consists of information obtained through responses to close-ended questions through survey design. Qualitative data includes information obtained through open-ended survey questions and through interviews.

### *Survey / Interview Approach*

Interviews conducted as part of this audience needs assessment were semi-structured in nature. With this type of interview process, the interviewer maintains a set of pre-determined topics and questions with which to provide a focus to the conversation. The interviewer is allowed to digress and to probe further as necessary from the list of pre-determined questions. However, some level of focus is maintained throughout the process (Berg, 2001). Nine section managers and division directors were interviewed using this approach over a period of a few weeks in December 2014 to January 2015.

In addition to interviews, this needs assessment also included a staff-wide survey. An online survey using SurveyMonkey® was disseminated to 200 staff of the Marine Resources Division in January 2015. It was designed using best practices outlined in NOAA's Introduction to Survey Design Manual (2007) like using simple wording, sequential questioning, using neutral non-leading language, and using the Likert rating scale. The survey questions as they appeared online can be found in Appendix A. Two key pieces of existing data were used to guide the development of survey questions; a cursory survey of MRD staff training needs that was conducted in 2011, and the results of the interviews discussed in the previous section.

### **Data Analysis:**

#### *Interviews:*

Interview notes were analyzed using open coding, a form of data analysis first discussed as a part of the Grounded Theory as noted in the book by Glaser and Strauss (1967). Open coding is the process of conceptualizing open ended data to develop concepts that then stand for the data. Strauss and Corbin (1990) describe coding as “mining data to discover hidden treasures

within.” Concepts are developed for each statement and then those concepts are categorized and grouped to reveal trends and intentions.

Through analysis of the notes from nine Division leaders, six broad topic areas emerged as important. For each of these areas, at least two and up to all nine managers mentioned the broad topic area. Within the broad subject areas, some minor themes and associated concepts emerged as well. See Appendix B for a full list of the themes and associated concepts.

Communication: Communication skills were mentioned as a training need by all nine interviewees. Within the broad theme of communication, three associated themes emerged; public outreach, effective internal communication, and scientific communication. Not only did participants agree that this was one of the most important skill sets for employees, but there was also agreement about the need for improvement, particularly with skills related to the three associated themes. Some interviewees noted that internal conflicts may be avoided with more effective communication. Some noted that public outreach efforts by scientists sometimes miss the mark because of ineffective presentation design and public speaking skills. Some discussed the importance of scientific writing skills like manuscripts as a way to communicate research.

Leadership: Another very important theme that emerged was leadership. Eight of the nine interviewees talked about the need for more development of skills related to this topic. The specific skills needed ranged from supervisory skills to project management, but it is very clear that the managers within the Division see a great need to develop these skills among employees.

Use of vessels: Vessel operation is likely a unique topic area for a state government agency. Many programs and projects at the Marine Division utilize boats, either small Jon-Boats or large ocean-going vessels to accomplish field work. Safely operating the boats is of utmost importance, but there is currently no boating safety training requirement. Classes are offered on a



very occasional as-needed basis. Several of the managers expressed a desire for mandatory boating safety training for any staff that operate a vessel, similar to the requirement for driving automobiles. In addition to safety, another major concern is proper maintenance and care of boats and trailers.

Business Processes: Many of the managers also talked about the need for better training in processes related to Division business, like grant management and the procurement process. Comments ranged from the need to understand the overall agency budgeting process (from priority-setting all the way down to accounting and funds) to a better understanding of the procurement process. Many lamented the lack of training in this area. One notably commented, “if you’re going to hold people accountable, then you need to train them on the procedures.”

Computing and Technology: Computing and technology is another broad topic area discussed by most interviewees. Some mentioned the need for improvement with skills related to specific computer programs like Microsoft Access and Excel. Some mentioned the need for better management of large datasets. Because a large portion of MRD is a scientific research institute, there is also the need to be able to effectively use software specific to analyzing data.

Natural Resources: Another unique challenge for the Division is the study and management of natural resources. Some of the major functions and areas for improvement within this category include principles of experimental design and sampling, quantitative statistics, and tools for stock assessments.

It is important to note that there are many different technical areas within MRD. Several Division leaders mentioned that task-specific or program-specific technical training needs are taken care of either through on-the-job training within or outside the agency or by contracting with outside services. In many cases, there are so few individuals in need of a specific technical



skill set at a given time; it would not be beneficial or cost-effective to provide training for those skills in-house. So while some of the technical skills may represent a higher proportion of their staff's time, the interview responses generally reflect functions and needs on a broader level.

*Survey:*

The survey was distributed to the 200 staff of the Marine Division and was open for two and a half weeks. 173 staff members responded to the survey, a response rate of 86.5%, and 123 fully completed it. The basic survey consisted of 16 questions, and supervisors answered an additional two questions. Please see Appendix C for full survey results.

Participant Data: The first two questions asked participants to identify which category best describes their primary job responsibilities and how long they have been employed at DNR. 55% identified their responsibilities as scientific research, 15% identified resource management, 10% identified business (i.e. grants management, administrative), 8% education/outreach, 8% support staff (i.e. maintenance), 4% vessel operations, and 2% (3 participants) reported their responsibilities as something else including data collection and boating access. Interestingly, the highest percentage of people who responded to the survey (26%) have worked for DNR only between 1 and 3 years. 9% have worked at DNR less than a year, 15% have worked at DNR 4 – 6 years and 7 – 10 years, 10% have between 11 – 15 years, 11% 16 – 20 years, and 14% have been with DNR more than 21 years.

Skill Set Data: The next five questions addressed a variety of skills and topics.

Participants responded to three questions about each skill or topic using these rating scales:

*How important is this topic or skill to your current job?*

1 (Not at all important) 2 (A little important) 3 (Moderately important)  
4 (Very Important) 5 (Extremely Important)

*How would you rate your current level of knowledge or ability with this topic or skill?*

1 (None) 2 (Beginner) 3 (Intermediate) 4 (Advanced) 5 (expert)

*How would you rate your level of interest in professional development on this topic or skill?*

1 (Not at all interested) 2 (A little interested) 3 (Moderately Interested)

4 (Very interested) 5 (Extremely interested)

A total of 39 skills were organized into five broad categories. For example, “communications” represented a broad category, and within that category were topics and skills like public speaking, interactions with the media, and interpersonal communication. The broad topic areas as well as many of the skills listed within each were derived directly from interviews. For each of the 39 skills, data was collected about how important it is to the respondent’s job, how competent they feel with it, and how interested they are in professional development. There are many different ways to analyze the data derived from these questions. The key analyses are discussed here.

For each skill, the overall average rating for each of the three questions (importance, competence, and interest) was calculated, along with an overall index. The overall index was derived by combining a ranking of each skill’s overall average importance, respondents’ average competence with it, and their overall interest in it. The highest rankings were assigned to those skills that rated highest in importance, lowest in competence, and highest in interest level. Additionally, an overall index score was derived for each broad topic area. See Appendix D for the full results of this analysis.

Overall, communication skills were rated as the most important on average, followed by computer and technology skills, leadership skills, vessel operations and finally, business skills. Respondents rated themselves as the most competent in leadership and communication skills, followed by vessel operations and business skills (tied). Respondents were least competent on average with computer and technology skills. Also on average, respondents were most interested in computer skills, communication, leadership, followed by business skills and vessel operations.

It follows then that computer and technology skills had the highest overall index (they are very important, skill levels are the lowest, and participants are the most interested), followed by communication skills, leadership, vessel operations, and business skills.

In addition to comparing each of the skill sets within broad categories as seen in Appendix D, it is also useful to examine each of the skills together, regardless of category. The skills that are the most important, that respondents are the least competent with, and are most interested in pursuing for professional development had the highest index scores. A full ranking of all 39 skills can be found in Appendix E.

In addition to rating aspects of each skill, participants were also able to write in any additional training needs at three different points in the survey: (1) after each broad topic area, (2) Question 8 where respondents were asked to identify any additional training needs specific to their work area, and (3) Question 9 when they were asked to identify any additional training needs that were not mentioned in any of the previous questions. Those open-ended responses were collated and can be seen in Appendix F. Most of the 79 topics listed were only mentioned by one or two individuals, but notably, the top three topics (N = 30 total mentions) are all related to statistics, either a specific program (e.g. R), or statistics in general.

One consideration prior to implementing the survey was the idea that staff members may not always accurately identify their training needs. For example, an individual may believe they are expert at public speaking, and therefore are not interested in training on the topic. However, others may perceive them to be poor at public speaking and in need of training. To mitigate for this type of response bias, two additional questions were posed to supervisors only. Question 10 asked respondents if they are a supervisor. If they answered “no,” the survey directed them to Question 14. If they answered “yes,” then they answered Questions 11 and 12. For the first



question, supervisors were asked to identify the top training needs among their staff for each of the broad categories (computing and technology, communications, business, leadership and management, and vessel operations). For Question 12, they had the opportunity to identify any additional training needs that did not fall into one of these broad categories. The top training needs identified by supervisors for their staff organized by broad topic area can be found in Appendix G. Overall the top three needs as identified by supervisors were procurement procedures, Microsoft Access, and Microsoft Excel. These were followed by oral presentation skills, boating safety and scientific writing (tied), and supervisory skills.

Question 13 asked about sources for information about training opportunities. Most respondents hear about trainings by word of mouth or through their manager. Some receive announcements via direct mail or email, and through specific training providers. Few used the SC Office of Human Resources webpage as a source. Ten percent of respondents are not sure or have no way to find out about training. Full results can be seen in Appendix C, Question 13.

The next question asked how many workshop-style training events respondents participated in over the last year (Fig. 3). 32% of staff members attended no trainings at all in the last year, and another 21% attended only one. This is important to note because without additional effort, 53% of staff members would not be eligible for the Pay Plan based on their current training levels. The next two questions asked participants to identify which trainings they have attended and which they found beneficial and would recommend to colleagues. Participants reported 59 different trainings completed and another 59 that they would recommend to others (although there were the same number of distinct training reported as recommended, they were not necessarily one in the same). All responses can be found in the full survey results in Appendix C.



The next two questions pertained to respondents' training preferences. They were asked to rate the value of certain training delivery methods to them. Overall, all the delivery methods provide some value to the participants (i.e., the average rating for all methods was above neutral), but value was highest for hands-on activities, and presentations. Also, participants clearly prefer trainings to be held in the winter vs. summer, mornings vs. afternoon, and on Tuesdays, Wednesdays, or Thursdays.

### **Implementation Plan and Recommendations:**

After completing the needs assessment described in this report and additional discussion with Division leadership and staff, I recommend a three-pronged approach to training at MRD; (1) provide trainings in-house based on the needs identified through the training needs assessment, (2) provide a centralized, curated, and relevant training resource directory, and (3) ensure an efficient Division-wide effort via coordination through a central program.

#### *In-House Trainings*

Some staff training needs are broad enough that they apply to many different positions. These training needs should be accomplished internally; either developed and implemented using in-house resources, or through custom external trainings specifically for MRD staff. These trainings should be based on the prioritized needs identified in the needs assessment.

#### *Training Resource Directory*

Currently, there is no central location where staff can learn about relevant training offerings either in-house or through external sources. It is evident that some are more aware of training opportunities than others. For example, respondents to the survey indicated that supervisory and other leadership skills are important, but only 10 individuals reported using the

state Office of Human Resources as a source. A centralized, comprehensive set of training resources that are applicable to staff at MRD would be highly beneficial. This directory should be housed somewhere that is easily accessible to staff like the MRD Intranet.

### *Centralized Coordination*

Since implementation of a training requirement for staff, training has occurred in piecemeal fashion on the section level, or even the program level. To improve efficiency of the training effort, it should be coordinated, at least at the broadest level, by a central person or program. A coordinated effort would benefit the Division in the following ways:

- *Equitable access to training opportunities.* When trainings are organized in a piecemeal fashion, typically only those associated with the person organizing the training are aware of it and have the opportunity to attend. A coordinated effort would ensure that opportunities are extended to all staff as appropriate.
- *Increased efficiency.* Ensuring access across the Division not only increases opportunities for individuals, but can also be more cost effective and efficient. For example, recently, the ACE Basin CTP contracted a trainer to provide MRD staff with Presentation Skills training. This training is also offered through the State Human Resources Division in Columbia, which would require two days of travel for each employee. Instead, the instructor travelled to MRD and provided a customized version of the training for 42 employees. The per-person cost and time savings were significant (an estimated \$140 savings per person; \$5,880 total savings for the agency), and a far greater number of employees had access to training in this topic than they otherwise would have.
- *Leveraged resources.* Managers and supervisors across the Division are ultimately responsible for ensuring that their staff members are properly trained. However, many do

not have the time or the resources to actively pursue and coordinate opportunities. It could be a great benefit to managers if a training coordinator was able to provide services like finding and coordinating appropriate training for their employees as needed.

- *Institutional memory.* Currently there is no method for keeping a record of the trainings that are offered to MRD staff or that MRD staff participate in. this type of information is crucial at this point to determine whether or not the agency is providing sufficient opportunities for employees to meet their training requirement. Also, record-keeping is important to determine if specific needs identified through this needs assessment are being met. In terms of strategically planning trainings for the Division, “you can’t know where you’re going until you know where you’ve been.”

To help the Division achieve the benefits listed above, I recommend the following:

- Broaden the scope of the ACE Basin Coastal Training Program (CTP) to include DNR staff as a key audience. This can be accomplished through inclusion in the upcoming program strategic plan update. This would allow the Division to leverage the expertise and resources of an existing training program to provide coordination and consistency.
- Develop a strategic training plan for the Division. Utilize the training needs assessment to prioritize training needs and develop a strategy to address them. This will increase the efficiency of training overall, and will ensure that needs are being met for all employees.
- Utilize the CTP to create and curate a directory of relevant training resources. This could include training opportunities and outside providers, as well as advertising upcoming training events. This could also serve as a forum for those who have attended certain trainings to review them and provide feedback to others about relevance and usefulness.



- Utilize the ACE Basin CTP program to coordinate trainings where appropriate. Many managers do not have the time or resources to coordinate trainings for their staff. The ACE Basin CTP coordinates training on a regular basis and could easily assist managers with identifying appropriate trainings and coordinating them for their staff and others.
- Utilize the ACE Basin CTP to develop and implement trainings where appropriate. There may not be outside resources to address some staff needs. In such cases, the CTP should coordinate with in-house experts in those areas to develop and implement trainings.

### **Evaluation Method:**

The coordination of training for MRD staff can be evaluated on several levels. First, individual events can and should be evaluated. I recommend using an evaluation framework similar to the one currently used by the ACE Basin CTP for each training event. Immediately following the event, participants complete an evaluation survey, which has been vetted by the program nationally. See Appendix H for an example. An appropriate performance metric for individual events would be the percent of respondents reporting they will apply knowledge from the training to their work. The target for the CTP and proposed for MRD trainings is 90% intent to apply. Long-term outcomes from each event should also be assessed by following up with participants 6 months after to determine how they were able to use the knowledge in their work.

In addition to individual events, the program as a whole should be evaluated to determine if staff training needs are being met. This could consist of a performance measure like a certain number of trainings provided each year (i.e. 3 trainings provided to MRD staff annually). The program should also periodically be evaluated by the staff utilizing its services. A



simple customer service survey could accomplish this. These combined assessments should provide an appropriate indicator of success, and should allow for more informed planning.

### **Summary:**

The Marine Division within DNR has recently made great strides to emphasize professional development in part by tying it to performance increases. The needs assessment presented here provides a basis for prioritizing training efforts. Some key recommendations include the following:

- Focus first on the highly ranked computer-based and technology skills including Access, Excel, statistics, and data management. These are generally the most important, most needed, and most interesting to employees. Division leaders identified computer skills as important, as did supervisors.
- Communication skills and leadership skills are also identified as important by the Division leaders, supervisors, and employees. These skills apply broadly across the Division, so should be coordinated to provide access for all staff.

In addition to prioritizing training based on identified needs, training for the Division should activities should be coordinated, at least in a broad sense, by one individual or program. Such an effort could ensure that identified training needs are met, that all employees have access to and knowledge about training that is relevant for them, and that training occurs in an efficient and effective manner. Coordination in this way will help to maximize the benefit for employees and the Division alike by providing the all employees with relevant, cost effective professional development opportunities. A well-coordinated program will also contribute to the long-term goal of attracting and retaining excellent employees.

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South Carolina Department of Natural Resources Marine Resources Division Mission & Vision Statement.

## MRD Training Needs Assessment

Thank you for taking the MRD staff training needs survey! Your responses will help determine trainings offered to staff. The survey should take you 10 - 20 minutes to complete. If you have any questions please contact Blaik Keppler at [KepplerB@dnr.sc.gov](mailto:KepplerB@dnr.sc.gov) or 953-9024.

### 1. Which of the following best describes your primary job responsibilities:

- ☐ Education/outreach
- ☐ Scientific research
- ☐ Resource management
- ☐ Business (i.e. grants management, administrative)
- ☐ Support staff (i.e. maintenance)
- ☐ Vessel operations
- ☐ Other (please specify)

### 2. How long have you worked here?

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 4 - 6 years
- ☐ 7 - 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ 21 years or more

For the following categories, please use the drop-down boxes to respond to three questions about each skill.

# MRD Training Needs Assessment

## 3. Consider the Computer and Technology skills listed below:

	How important is this topic or skill to your current job?	How would you rate your current level of knowledge or ability with this topic or skill?	How would you rate your interest in professional development on this topic or skill?
Microsoft Access basic	<input type="text"/>	<input type="text"/>	<input type="text"/>
Microsoft Access advanced	<input type="text"/>	<input type="text"/>	<input type="text"/>
Microsoft Excel basic	<input type="text"/>	<input type="text"/>	<input type="text"/>
Microsoft Excel advanced	<input type="text"/>	<input type="text"/>	<input type="text"/>
ArcGIS basic	<input type="text"/>	<input type="text"/>	<input type="text"/>
ArcGIS advanced	<input type="text"/>	<input type="text"/>	<input type="text"/>
Data management	<input type="text"/>	<input type="text"/>	<input type="text"/>
File management/organization	<input type="text"/>	<input type="text"/>	<input type="text"/>
Computer Security	<input type="text"/>	<input type="text"/>	<input type="text"/>
Graphics software (identify below Photoshop, Indesign, and Illustrator, other...)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please identify any additional computer or technology training needs you need to have to best support your job (be as specific as possible) or comment on any of the above skills.



# MRD Training Needs Assessment

## 4. Consider the Communication skills listed below:

	How important is this topic or skill to your current position?	How would you rate your current level of knowledge or ability with this topic or skill?	How would you rate your interest in professional development on this topic or skill?
Public speaking	<input type="text"/>	<input type="text"/>	<input type="text"/>
Designing effective presentations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communicating scientific material to general audiences – written	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communicating scientific material to general audiences – verbal	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scientific writing – grant proposals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scientific writing – manuscripts/reports	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interactions with the media	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communicating in controversial or contentious situations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interpersonal communication	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please identify any additional communication training needs you need to have to best support your job (please be as specific as possible):

## 5. Consider the Business skills listed below:

	How important is this topic or skill to your current position?	How would you rate your current level of knowledge or ability with this topic or skill?	How would you rate your interest in professional development on this topic or skill?
Procurement procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>
Customer service	<input type="text"/>	<input type="text"/>	<input type="text"/>
Finding and applying for grants	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grant management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agency's budgeting process	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please identify any additional business training needs you need to have to best support your job (please be as specific as possible):



# MRD Training Needs Assessment

## 6. Consider the Leadership and Management skills listed below:

	How important is this topic or skill to your current position?	How would you rate your current level of knowledge or ability with this topic or skill?	How would you rate your interest in professional development on this topic or skill?
Supervisory skills	<input type="text"/>	<input type="text"/>	<input type="text"/>
Team leadership	<input type="text"/>	<input type="text"/>	<input type="text"/>
Project/program planning and management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conflict management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interviewing and candidate selection	<input type="text"/>	<input type="text"/>	<input type="text"/>
Emotional intelligence (ability to read your own and others' emotions and react appropriately)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coaching or counseling employees	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employee Performance management	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please identify any additional leadership and/or management training needs you need to have to best support your job (please be as specific as possible):

## 7. Consider the Vessel Operation skills listed below:

	How important is this topic or skill to your current position?	How would you rate your current level of knowledge or ability with this topic or skill?	How would you rate your interest in professional development on this topic or skill?
Small boat operation and handling	<input type="text"/>	<input type="text"/>	<input type="text"/>
Boating safety	<input type="text"/>	<input type="text"/>	<input type="text"/>
Boat trailoring	<input type="text"/>	<input type="text"/>	<input type="text"/>
Boat maintenance	<input type="text"/>	<input type="text"/>	<input type="text"/>
Outboard motor maintenance	<input type="text"/>	<input type="text"/>	<input type="text"/>
Trailer maintenance	<input type="text"/>	<input type="text"/>	<input type="text"/>
Boat lift operation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please identify any additional vessel operation training needs you need to have to best support your job (please be as specific as possible):



## MRD Training Needs Assessment

**8. Do you have any training needs specific to your work area that have not been mentioned previously? Please be as specific as possible:**

1	
2	
3	
4	

**9. Do you have any other training needs that have not already been mentioned? Please be as specific as possible.**

1	
1	
3	
4	

**10. Are you a supervisor?**

- ☐ Yes  
☐ No

**11. For each topic area, list the top training need among the staff that you supervise:**

Computer and technology skills	
Communication skills	
Business skills	
Leadership and management skills	
Vessel operations skills	

**12. Please list any other top training needs for your staff that were not identified above:**

1	
2	
3	



## MRD Training Needs Assessment

**13. Which of the following sources of information about professional development and/or training opportunities do you rely on (select all that apply)?**

- ☐ Direct mail
- ☐ Manager
- ☐ Word of mouth
- ☐ SC Office of Human Resources Career Development web page
- ☐ Organization newsletters (specify below)
- ☐ Information from specific training providers (specify below)
- ☐ I'm not sure
- ☐ I don't have a way to find out about trainings

Other (or specify which organization newsletters or training providers):

**14. How many times in the last year have you been to a workshop-style training or other professional development opportunity (on any topic)?**

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

**15. What were the topics of the training sessions you attended (leave blank if you did not attend any trainings in the last year)?**

**16. Please list any training or other professional development opportunities that you have completed and found beneficial (i.e. those you would recommend to others):**

## MRD Training Needs Assessment

**17. Training events typically include a variety of different components. Please rate the following delivery methods in terms of their value to you as part of a training:**

	1 (no value)	2	3	4	5 (high value)
Presentations (Powerpoint or similar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small-group break-out activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panel or round-table discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-based work sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other training components might be valuable to you?

**18. When are you most likely to attend trainings?**

	1 (not at all likely)	2	3	4	5 (very likely)
Winter (Dec, Jan, Feb)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring (March, April, May)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer (June, July, Aug)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fall (Sept, Oct, Nov)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mondays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuesdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wednesdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thursdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fridays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mornings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afternoons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix B

### MRD Staff Training Needs Assessment

#### Interview Data

Nine Interviews conducted December 2014 - January 2015

Major Themes	Minor Themes	Associated Concepts
<b>Communication</b>	Public outreach	Public speaking skills Interaction with media Designing effective presentations using Powerpoint or other presentation software Using effective language to speak with constituents Customer service Storytelling
	Internal communication	Interpersonal skills Communication and cross-training among sections Appropriate use of email Emotional intelligence
	Scientific communication	Designing effective presentations using Powerpoint or other presentation software Manuscript writing Grant proposal writing
<b>Leadership</b>	Supervisory	Role and responsibilities of supervisors Hiring process including candidate interviews and selection Progressive discipline Using EPMS
	Conflict resolution	
	Program/Project management	
<b>Use of Vessels</b>	Vessel Safety	Survival at sea Safe operation of vessels
	Vessel operation	Hands-on operation of boats Hands-on operation of trailers Electronics
	Vessel Maintenance	Engine maintenance Troubleshooting problems Outboard motor repair
<b>Business Processes</b>	Agency budgeting	Overall agency budget structure (priorities to accounts and funds) General funding sources for agency - internal and external Nuiances of agency funding sources
	Grant management	Process within the Division Do's and don'ts



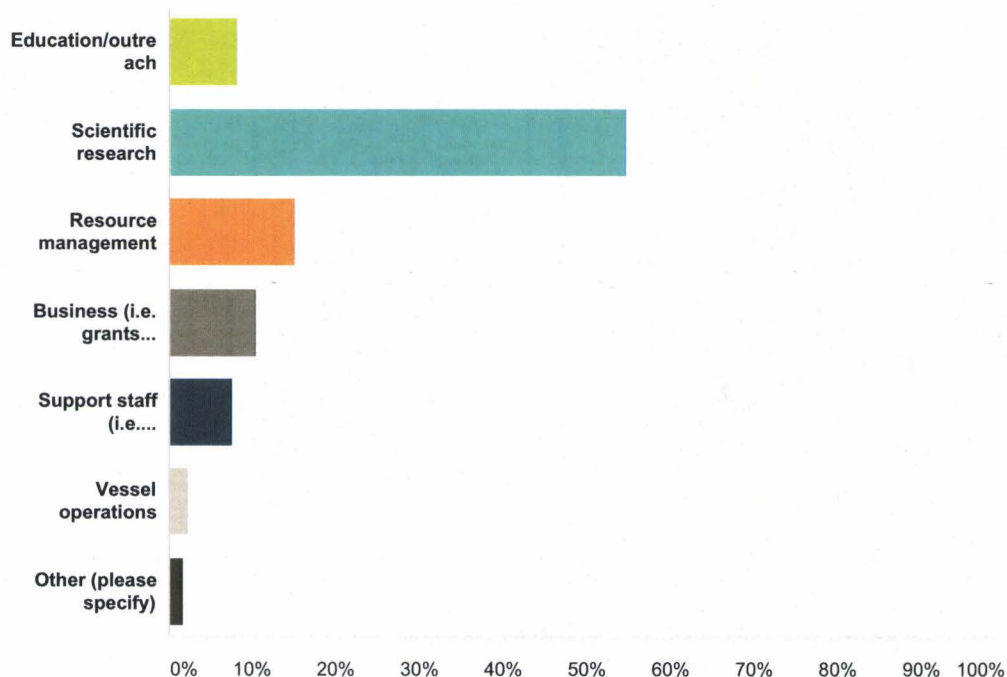
		Match accounts
	Procurement system	Procurement processes for the Division
<b>Natural Resources</b>	Scientific Study	Principles of experimental design
		Sampling procedures
		Basic data management
		Creative and critical thinking
	Statistics	Basics of quantitative statistics
	Resource Management	Using Excel for stock assessments
<b>Computing and Technology</b>	Database management	Microsoft Access
		Microsoft Excel
		File organization and naming conventions
	Statistical software	R software
	GIS	
	Cybersecurity	
	Working in Windows	
	Microsoft Word	

## Appendix C

### MRD Training Needs Assessment

#### Q1 Which of the following best describes your primary job responsibilities:

Answered: 172 Skipped: 1



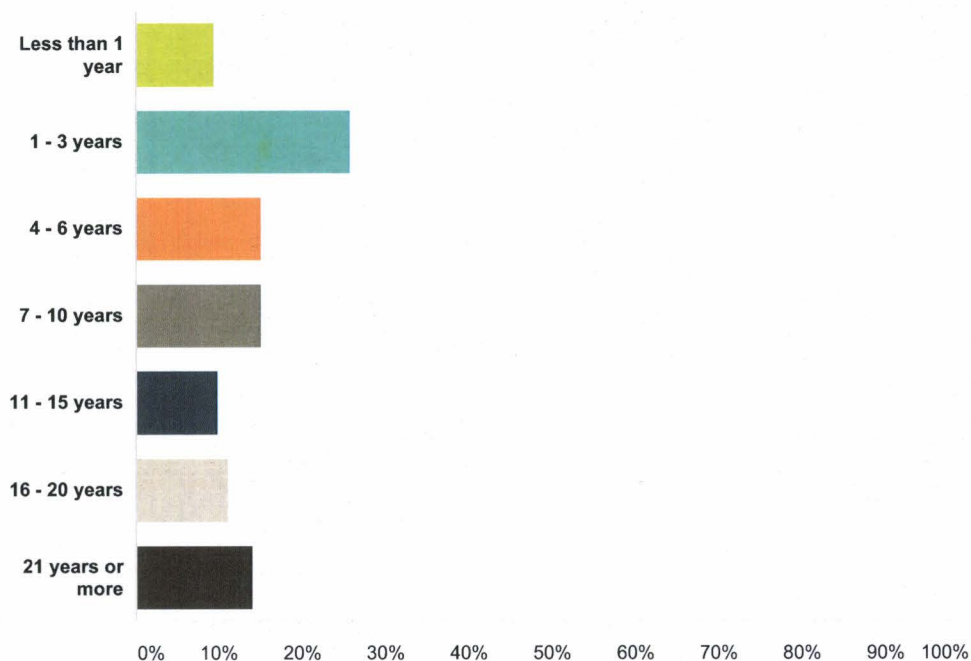
Answer Choices	Responses	
Education/outreach	8.14%	14
Scientific research	54.65%	94
Resource management	15.12%	26
Business (i.e. grants management, administrative)	10.47%	18
Support staff (i.e. maintenance)	7.56%	13
Vessel operations	2.33%	4
Other (please specify)	1.74%	3
<b>Total</b>		<b>172</b>

#	Other (please specify)	Date
1	mechanical	2/9/2015 10:20 AM
2	Data collection, public education	1/26/2015 9:30 AM
3	Boating Access	1/23/2015 2:49 PM

#### Q2 How long have you worked here?

Answered: 172 Skipped: 1

## MRD Training Needs Assessment



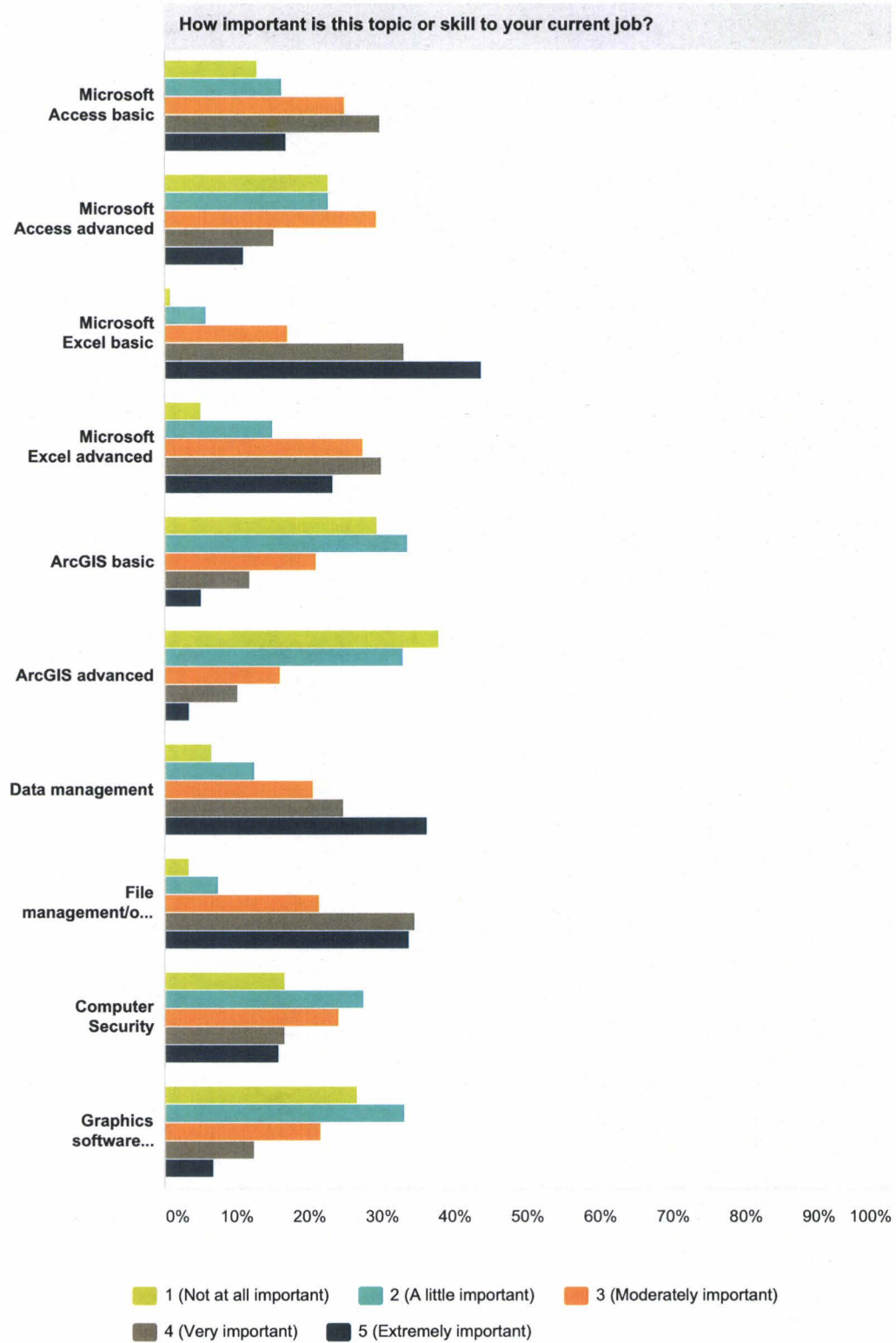
Answer Choices	Responses	
Less than 1 year	9.30%	16
1 - 3 years	25.58%	44
4 - 6 years	15.12%	26
7 - 10 years	15.12%	26
11 - 15 years	9.88%	17
16 - 20 years	11.05%	19
21 years or more	13.95%	24
<b>Total</b>		<b>172</b>

### Q3 Consider the Computer and Technology skills listed below:

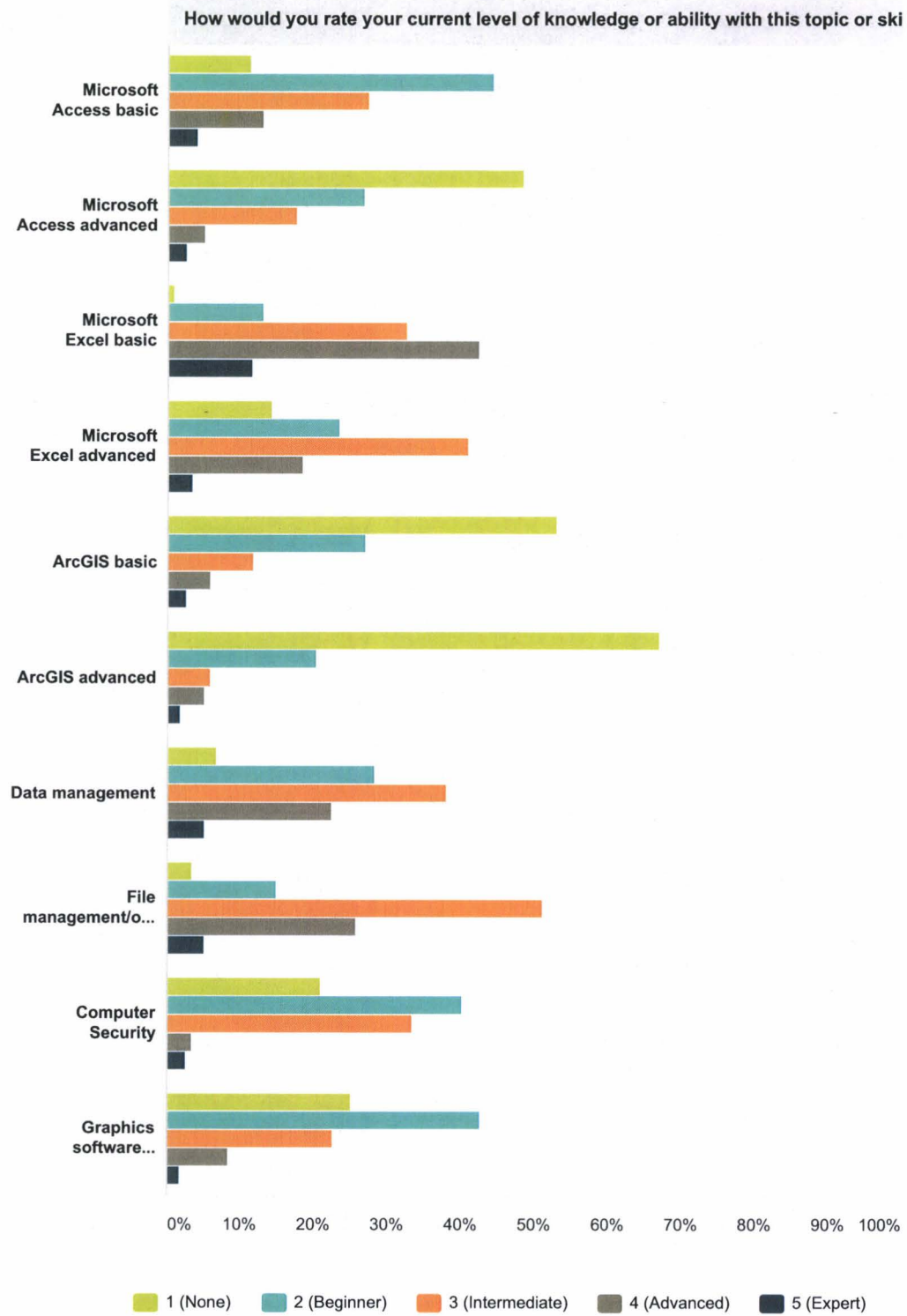
Answered: 126 Skipped: 47



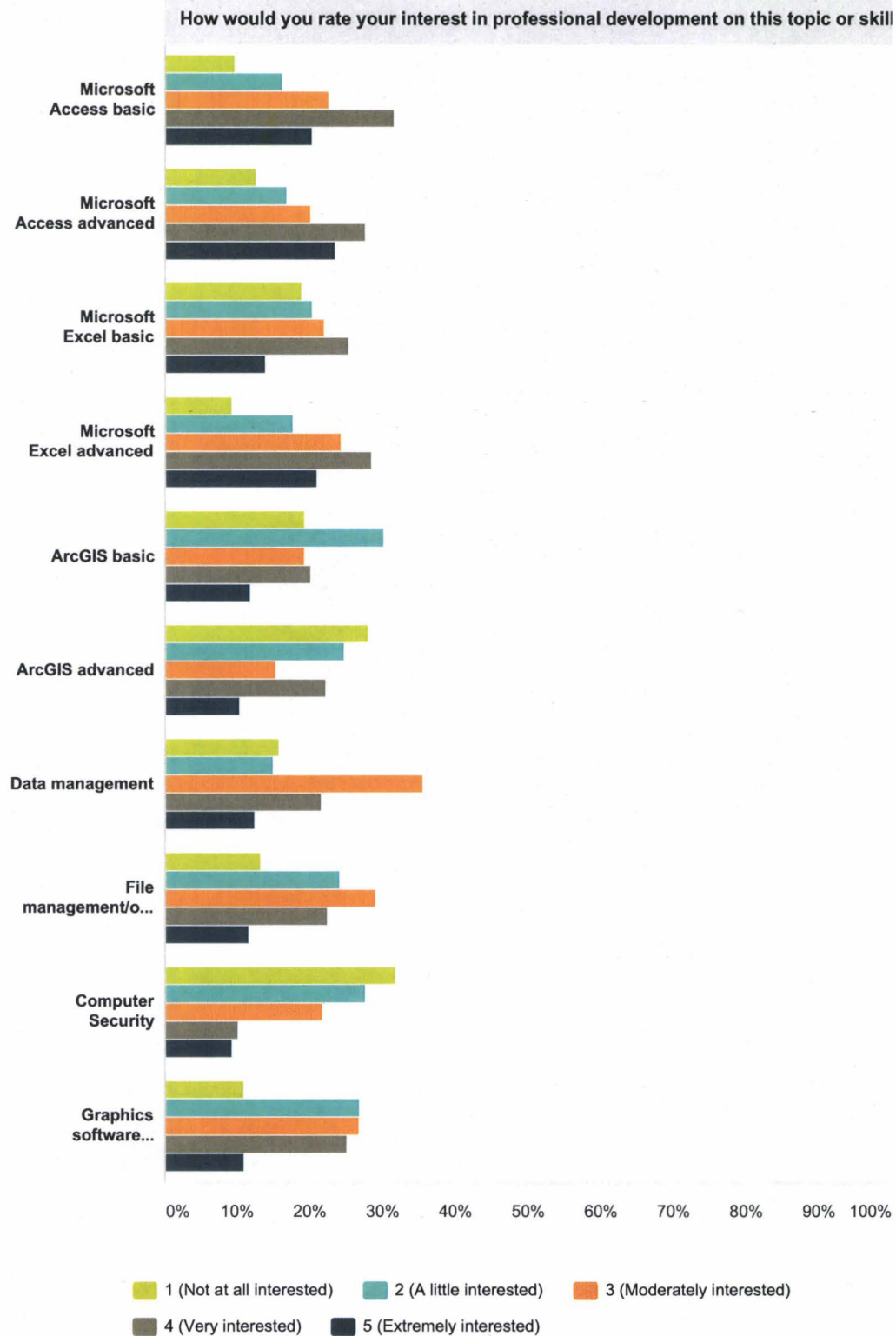
## MRD Training Needs Assessment



## MRD Training Needs Assessment



## MRD Training Needs Assessment



How important is this topic or skill to your current job?						
	1 (Not at all important)	2 (A little important)	3 (Moderately important)	4 (Very important)	5 (Extremely important)	Total
Microsoft Access basic	12.80% 16	16.00% 20	24.80% 31	29.60% 37	16.80% 21	125



## MRD Training Needs Assessment

Microsoft Access advanced	<b>22.50%</b> 27	<b>22.50%</b> 27	<b>29.17%</b> 35	<b>15.00%</b> 18	<b>10.83%</b> 13	120
Microsoft Excel basic	<b>0.81%</b> 1	<b>5.65%</b> 7	<b>16.94%</b> 21	<b>33.06%</b> 41	<b>43.55%</b> 54	124
Microsoft Excel advanced	<b>4.96%</b> 6	<b>14.88%</b> 18	<b>27.27%</b> 33	<b>29.75%</b> 36	<b>23.14%</b> 28	121
ArcGIS basic	<b>29.17%</b> 35	<b>33.33%</b> 40	<b>20.83%</b> 25	<b>11.67%</b> 14	<b>5.00%</b> 6	120
ArcGIS advanced	<b>37.82%</b> 45	<b>32.77%</b> 39	<b>15.97%</b> 19	<b>10.08%</b> 12	<b>3.36%</b> 4	119
Data management	<b>6.56%</b> 8	<b>12.30%</b> 15	<b>20.49%</b> 25	<b>24.59%</b> 30	<b>36.07%</b> 44	122
File management/organization	<b>3.28%</b> 4	<b>7.38%</b> 9	<b>21.31%</b> 26	<b>34.43%</b> 42	<b>33.61%</b> 41	122
Computer Security	<b>16.53%</b> 20	<b>27.27%</b> 33	<b>23.97%</b> 29	<b>16.53%</b> 20	<b>15.70%</b> 19	121
Graphics software (identify below Photoshop, Indesign, and Illustrator, other...)	<b>26.45%</b> 32	<b>33.06%</b> 40	<b>21.49%</b> 26	<b>12.40%</b> 15	<b>6.61%</b> 8	121

### How would you rate your current level of knowledge or ability with this topic or skill?

	<b>1 (None)</b>	<b>2 (Beginner)</b>	<b>3 (Intermediate)</b>	<b>4 (Advanced)</b>	<b>5 (Expert)</b>	<b>Total</b>
Microsoft Access basic	<b>11.29%</b> 14	<b>44.35%</b> 55	<b>27.42%</b> 34	<b>12.90%</b> 16	<b>4.03%</b> 5	124
Microsoft Access advanced	<b>48.33%</b> 58	<b>26.67%</b> 32	<b>17.50%</b> 21	<b>5.00%</b> 6	<b>2.50%</b> 3	120
Microsoft Excel basic	<b>0.81%</b> 1	<b>13.01%</b> 16	<b>32.52%</b> 40	<b>42.28%</b> 52	<b>11.38%</b> 14	123
Microsoft Excel advanced	<b>14.17%</b> 17	<b>23.33%</b> 28	<b>40.83%</b> 49	<b>18.33%</b> 22	<b>3.33%</b> 4	120
ArcGIS basic	<b>52.94%</b> 63	<b>26.89%</b> 32	<b>11.76%</b> 14	<b>5.88%</b> 7	<b>2.52%</b> 3	119
ArcGIS advanced	<b>66.95%</b> 79	<b>20.34%</b> 24	<b>5.93%</b> 7	<b>5.08%</b> 6	<b>1.69%</b> 2	118
Data management	<b>6.61%</b> 8	<b>28.10%</b> 34	<b>38.02%</b> 46	<b>22.31%</b> 27	<b>4.96%</b> 6	121
File management/organization	<b>3.31%</b> 4	<b>14.88%</b> 18	<b>51.24%</b> 62	<b>25.62%</b> 31	<b>4.96%</b> 6	121
Computer Security	<b>20.83%</b> 25	<b>40.00%</b> 48	<b>33.33%</b> 40	<b>3.33%</b> 4	<b>2.50%</b> 3	120
Graphics software (identify below Photoshop, Indesign, and Illustrator, other...)	<b>25.00%</b> 30	<b>42.50%</b> 51	<b>22.50%</b> 27	<b>8.33%</b> 10	<b>1.67%</b> 2	120

### How would you rate your interest in professional development on this topic or skill?

	<b>1 (Not at all interested)</b>	<b>2 (A little interested)</b>	<b>3 (Moderately interested)</b>	<b>4 (Very interested)</b>	<b>5 (Extremely interested)</b>	<b>Total</b>
Microsoft Access basic	<b>9.68%</b> 12	<b>16.13%</b> 20	<b>22.58%</b> 28	<b>31.45%</b> 39	<b>20.16%</b> 25	124
Microsoft Access advanced	<b>12.50%</b> 15	<b>16.67%</b> 20	<b>20.00%</b> 24	<b>27.50%</b> 33	<b>23.33%</b> 28	120

## MRD Training Needs Assessment

Microsoft Excel basic	18.70% 23	20.33% 25	21.95% 27	25.20% 31	13.82% 17	123
Microsoft Excel advanced	9.17% 11	17.50% 21	24.17% 29	28.33% 34	20.83% 25	120
ArcGIS basic	19.17% 23	30.00% 36	19.17% 23	20.00% 24	11.67% 14	120
ArcGIS advanced	27.97% 33	24.58% 29	15.25% 18	22.03% 26	10.17% 12	118
Data management	15.70% 19	14.88% 18	35.54% 43	21.49% 26	12.40% 15	121
File management/organization	13.22% 16	23.97% 29	28.93% 35	22.31% 27	11.57% 14	121
Computer Security	31.67% 38	27.50% 33	21.67% 26	10.00% 12	9.17% 11	120
Graphics software (identify below Photoshop, Indesign, and Illustrator, other...)	10.83% 13	26.67% 32	26.67% 32	25.00% 30	10.83% 13	120

#	Please identify any additional computer or technology training needs you need to have to best support your job (be as specific as possible) or comment on any of the above skills.	Date
1	R software - basic	2/11/2015 9:42 AM
2	R	2/11/2015 9:22 AM
3	Statistical software	2/10/2015 4:33 PM
4	MS Access would be my top pick. Don't separate Basic and Advanced classes though.	2/9/2015 8:34 PM
5	Most of the skills needed are to update basic skills to keep up with small changes and additions to programs now available	2/9/2015 1:28 PM
6	Need statistical programming skills training for my staff and myself. Following are programs that I would like to see training courses devoted too, some of which I could teach myself. 1) R statistical programming 2) SAS 3) Sigma Plot 4) AD Model Builder 5) Program MARK 6) Program Presence 7) NOAA Fisheries Toolbox Programs 8) Python Programming	2/9/2015 10:57 AM
7	Microsoft Excel -Visual Basic	2/9/2015 10:56 AM
8	R programming language and approaches for science analysis/graphics	2/9/2015 10:33 AM
9	There is no mention of stastical software. Courses in R, both basic and advanced should be offered.	2/9/2015 10:30 AM
10	Illustrator	2/6/2015 1:21 PM
11	Google Earth training	2/2/2015 3:53 PM
12	Additional R training	2/2/2015 10:35 AM
13	SAS-basics (overview of input and output statements[file references, formats, variable naming,...] SAS-intermediate (stats, macro language, ?) R Managing simple networks. PC/peripheral communications basics (Serial/Parallel, RS-232, USB, Bluetooth, Wi-Fi, Ethernet,...what are they, strengths, weaknesses?)	2/2/2015 9:56 AM
14	I would be very interested in basic and advanced SAS statistical software training	2/2/2015 9:08 AM
15	Programming, such as Visual Basic, if not thoroughly addressed via advanced Excel or Access training. SQL language and orientation on databases in general...Access is not the only, nor possibly event the best DB in the world. Comment on provided categories: I am not absolutely certain that I know what is intended by "Data Management", and suspect many others may not know what they are responding to there either. "Automation"-tapping into the capacity to establish templates and macros which will automatically rough in basic reports in Word or PDF, based on data available from Excel, Access, or other sources. Has been possible for years, but have never seen anyone here at DNR with the skill.	1/30/2015 5:51 PM
16	My time is short, so most training would not be advantageous to SCDNR.	1/28/2015 4:07 PM

## MRD Training Needs Assessment

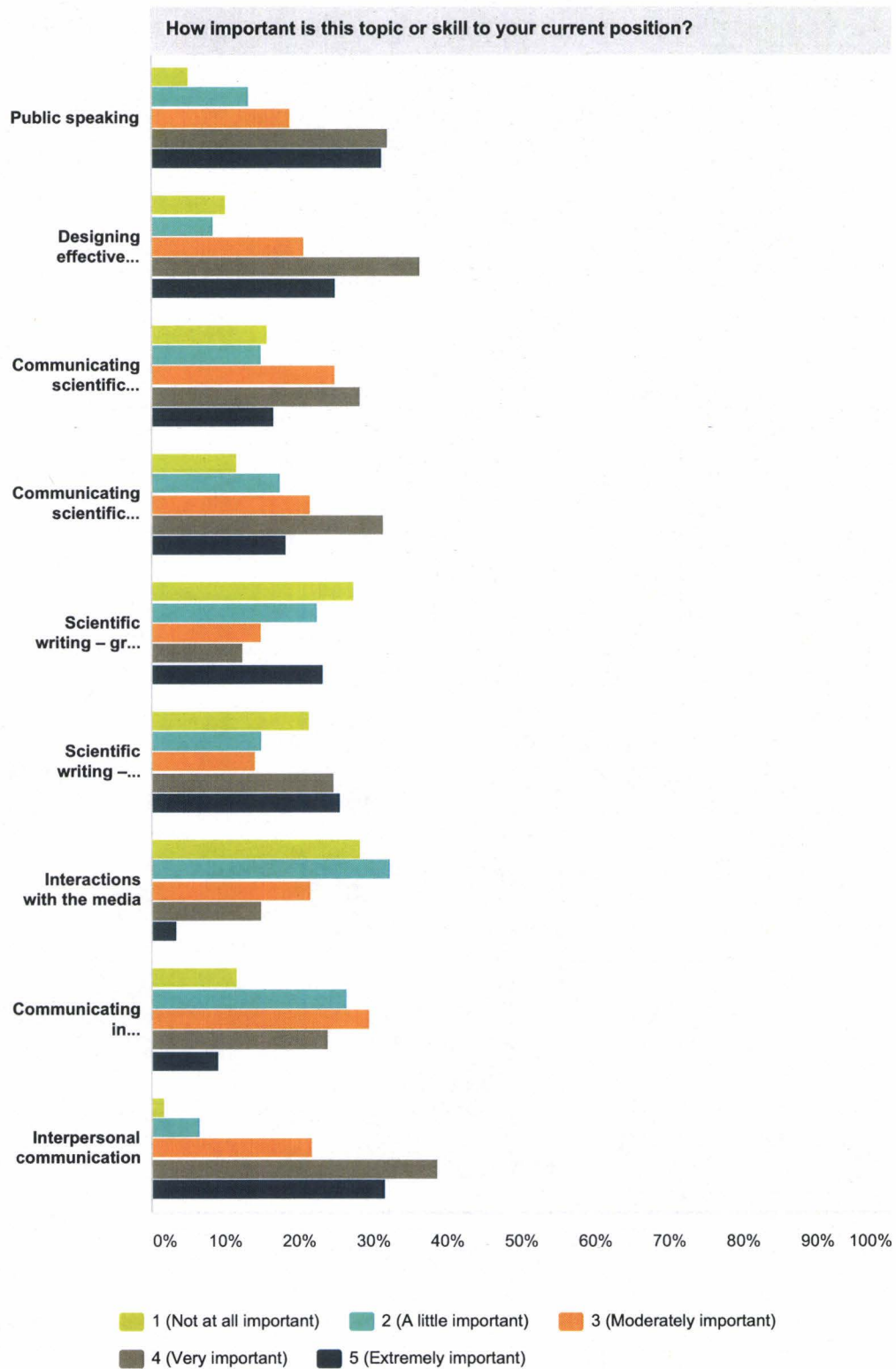
17	R statistical software	1/28/2015 11:10 AM
18	Microsoft Office Publisher and PowerPoint, Smart Notebook, Prezi, Picasa, Imovie	1/27/2015 3:51 PM
19	Would love to have a course on ArcGIS and Illustrator.	1/27/2015 9:13 AM
20	I think it would be helpful to learn the purchasing software & processes. I have heard the term "shopping cart" but don't know what the shopping cart is or where it goes other than to Columbia. This would be helpful in career advancement as well as for just understanding the big picture that admin plays a small part in.	1/26/2015 11:39 AM
21	Vue software, or Mark software, for tracking studies	1/26/2015 9:27 AM
22	Program Mark	1/26/2015 8:59 AM
23	I would like to be able to access and use Google earth	1/23/2015 3:36 PM
24	R statistical computing	1/23/2015 3:33 PM
25	Currently use MS Publisher but interested in learning another software for creating professional print or online outreach materials.	1/23/2015 1:30 PM
26	For Graphics software -- Illustrator Others -- Python, C++ programming languages	1/23/2015 1:19 PM
27	Specific Stats Program skills: PRIMER, SigmaPlot, SAS, R	1/23/2015 12:44 PM
28	I would love to get training in both basic and advanced R statistical training, SAS, and other data analyses software.	1/23/2015 12:38 PM
29	Statistical software, especially "R".	1/23/2015 12:26 PM
30	R or SAS classes might help as well.	1/23/2015 11:54 AM
31	Power Point; SCEIS use and reports; Adobe Acrobat. Need good understanding of Access.	1/23/2015 11:51 AM
32	Minitab and/or R	1/23/2015 11:43 AM
33	R statistical software Web page development, to communicate research via DNR web site	1/23/2015 11:41 AM
34	Use of R for data manipulations and analysis	1/23/2015 11:35 AM
35	Graphic design - how to make publications look professional	1/23/2015 8:56 AM
36	presentation software such as ppt, prez smartboard, or whatever the new, hot thing is.	1/22/2015 11:36 AM

### Q4 Consider the Communication skills listed below:

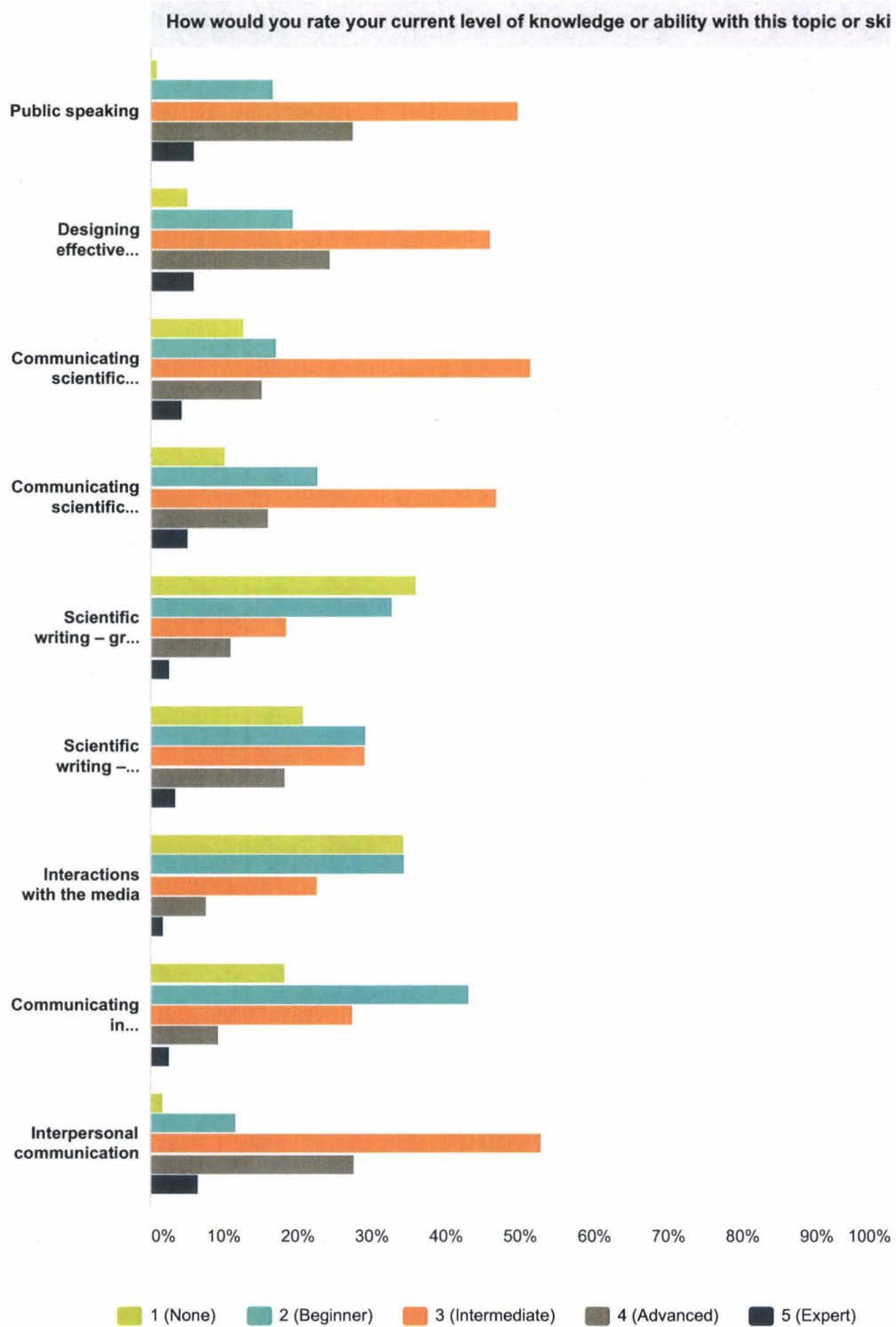
Answered: 125 Skipped: 48



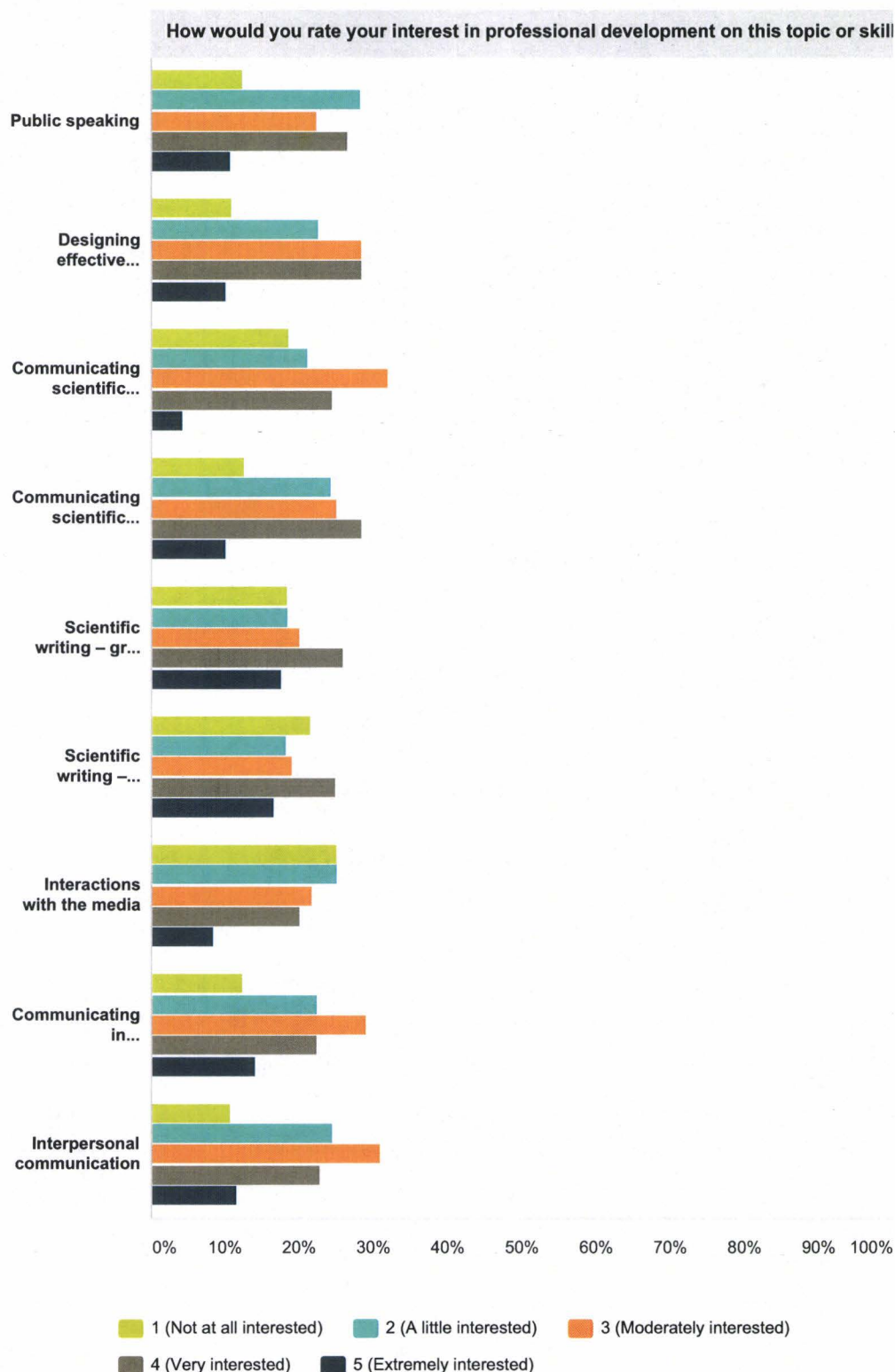
## MRD Training Needs Assessment



## MRD Training Needs Assessment



## MRD Training Needs Assessment



How important is this topic or skill to your current position?

	1 (Not at all important)	2 (A little important)	3 (Moderately important)	4 (Very important)	5 (Extremely important)	Total
Public speaking	4.92% 6	13.11% 16	18.85% 23	31.97% 39	31.15% 38	122



## MRD Training Needs Assessment

Designing effective presentations	<b>9.92%</b> 12	<b>8.26%</b> 10	<b>20.66%</b> 25	<b>36.36%</b> 44	<b>24.79%</b> 30	121
Communicating scientific material to general audiences – written	<b>15.70%</b> 19	<b>14.88%</b> 18	<b>24.79%</b> 30	<b>28.10%</b> 34	<b>16.53%</b> 20	121
Communicating scientific material to general audiences – verbal	<b>11.57%</b> 14	<b>17.36%</b> 21	<b>21.49%</b> 26	<b>31.40%</b> 38	<b>18.18%</b> 22	121
Scientific writing – grant proposals	<b>27.27%</b> 33	<b>22.31%</b> 27	<b>14.88%</b> 18	<b>12.40%</b> 15	<b>23.14%</b> 28	121
Scientific writing – manuscripts/reports	<b>21.31%</b> 26	<b>14.75%</b> 18	<b>13.93%</b> 17	<b>24.59%</b> 30	<b>25.41%</b> 31	122
Interactions with the media	<b>28.10%</b> 34	<b>32.23%</b> 39	<b>21.49%</b> 26	<b>14.88%</b> 18	<b>3.31%</b> 4	121
Communicating in controversial or contentious situations	<b>11.48%</b> 14	<b>26.23%</b> 32	<b>29.51%</b> 36	<b>23.77%</b> 29	<b>9.02%</b> 11	122
Interpersonal communication	<b>1.61%</b> 2	<b>6.45%</b> 8	<b>21.77%</b> 27	<b>38.71%</b> 48	<b>31.45%</b> 39	124

### How would you rate your current level of knowledge or ability with this topic or skill?

	<b>1 (None)</b>	<b>2 (Beginner)</b>	<b>3 (Intermediate)</b>	<b>4 (Advanced)</b>	<b>5 (Expert)</b>	<b>Total</b>
Public speaking	<b>0.83%</b> 1	<b>16.53%</b> 20	<b>49.59%</b> 60	<b>27.27%</b> 33	<b>5.79%</b> 7	121
Designing effective presentations	<b>5.00%</b> 6	<b>19.17%</b> 23	<b>45.83%</b> 55	<b>24.17%</b> 29	<b>5.83%</b> 7	120
Communicating scientific material to general audiences – written	<b>12.61%</b> 15	<b>16.81%</b> 20	<b>51.26%</b> 61	<b>15.13%</b> 18	<b>4.20%</b> 5	119
Communicating scientific material to general audiences – verbal	<b>10.00%</b> 12	<b>22.50%</b> 27	<b>46.67%</b> 56	<b>15.83%</b> 19	<b>5.00%</b> 6	120
Scientific writing – grant proposals	<b>35.83%</b> 43	<b>32.50%</b> 39	<b>18.33%</b> 22	<b>10.83%</b> 13	<b>2.50%</b> 3	120
Scientific writing – manuscripts/reports	<b>20.66%</b> 25	<b>28.93%</b> 35	<b>28.93%</b> 35	<b>18.18%</b> 22	<b>3.31%</b> 4	121
Interactions with the media	<b>34.17%</b> 41	<b>34.17%</b> 41	<b>22.50%</b> 27	<b>7.50%</b> 9	<b>1.67%</b> 2	120
Communicating in controversial or contentious situations	<b>18.18%</b> 22	<b>42.98%</b> 52	<b>27.27%</b> 33	<b>9.09%</b> 11	<b>2.48%</b> 3	121
Interpersonal communication	<b>1.63%</b> 2	<b>11.38%</b> 14	<b>52.85%</b> 65	<b>27.64%</b> 34	<b>6.50%</b> 8	123

### How would you rate your interest in professional development on this topic or skill?

	<b>1 (Not at all interested)</b>	<b>2 (A little interested)</b>	<b>3 (Moderately interested)</b>	<b>4 (Very interested)</b>	<b>5 (Extremely interested)</b>	<b>Total</b>
Public speaking	<b>12.40%</b> 15	<b>28.10%</b> 34	<b>22.31%</b> 27	<b>26.45%</b> 32	<b>10.74%</b> 13	121
Designing effective presentations	<b>10.83%</b> 13	<b>22.50%</b> 27	<b>28.33%</b> 34	<b>28.33%</b> 34	<b>10.00%</b> 12	120
Communicating scientific material to general audiences – written	<b>18.49%</b> 22	<b>21.01%</b> 25	<b>31.93%</b> 38	<b>24.37%</b> 29	<b>4.20%</b> 5	119
Communicating scientific material to general audiences – verbal	<b>12.50%</b> 15	<b>24.17%</b> 29	<b>25.00%</b> 30	<b>28.33%</b> 34	<b>10.00%</b> 12	120

## MRD Training Needs Assessment

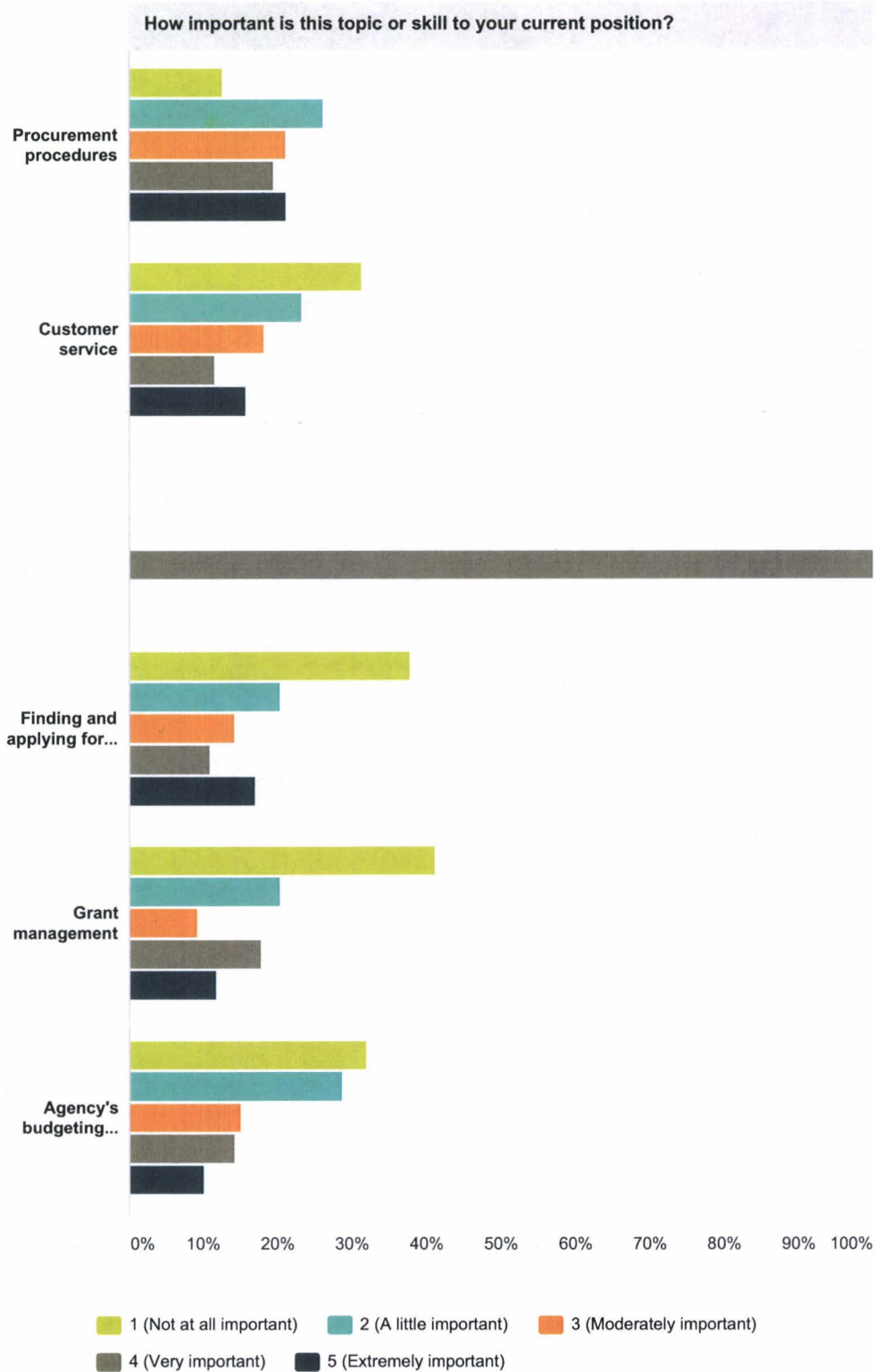
Scientific writing – grant proposals	<b>18.33%</b> 22	<b>18.33%</b> 22	<b>20.00%</b> 24	<b>25.83%</b> 31	<b>17.50%</b> 21	120
Scientific writing – manuscripts/reports	<b>21.49%</b> 26	<b>18.18%</b> 22	<b>19.01%</b> 23	<b>24.79%</b> 30	<b>16.53%</b> 20	121
Interactions with the media	<b>25.00%</b> 30	<b>25.00%</b> 30	<b>21.67%</b> 26	<b>20.00%</b> 24	<b>8.33%</b> 10	120
Communicating in controversial or contentious situations	<b>12.40%</b> 15	<b>22.31%</b> 27	<b>28.93%</b> 35	<b>22.31%</b> 27	<b>14.05%</b> 17	121
Interpersonal communication	<b>10.57%</b> 13	<b>24.39%</b> 30	<b>30.89%</b> 38	<b>22.76%</b> 28	<b>11.38%</b> 14	123

#	Please identify any additional communication training needs you need to have to best support your job (please be as specific as possible):	Date
1	Communicating with administrators - bridging the gap between laws/rules/filling out forms/checking all boxes and but, I am a biologist, not an administrator/the rules don't work with reality.	1/30/2015 5:51 PM
2	My time is short, so most training would not be advantageous to SCDNR.	1/28/2015 4:07 PM
3	Photography and Video, Developing Engaging/Standards Based Lesson Plans	1/27/2015 3:51 PM
4	Learning Robert's Rules of Order would be helpful.	1/23/2015 11:51 AM
5	communicating business processes to scientists and vendors. Communicating with Columbia Staff regarding processes and problem solving. Reading scientific documents and understanding.	1/23/2015 11:51 AM
6	Web page development, to communicate research via DNR web site. Writing grant proposals	1/23/2015 11:41 AM

### Q5 Consider the Business skills listed below:

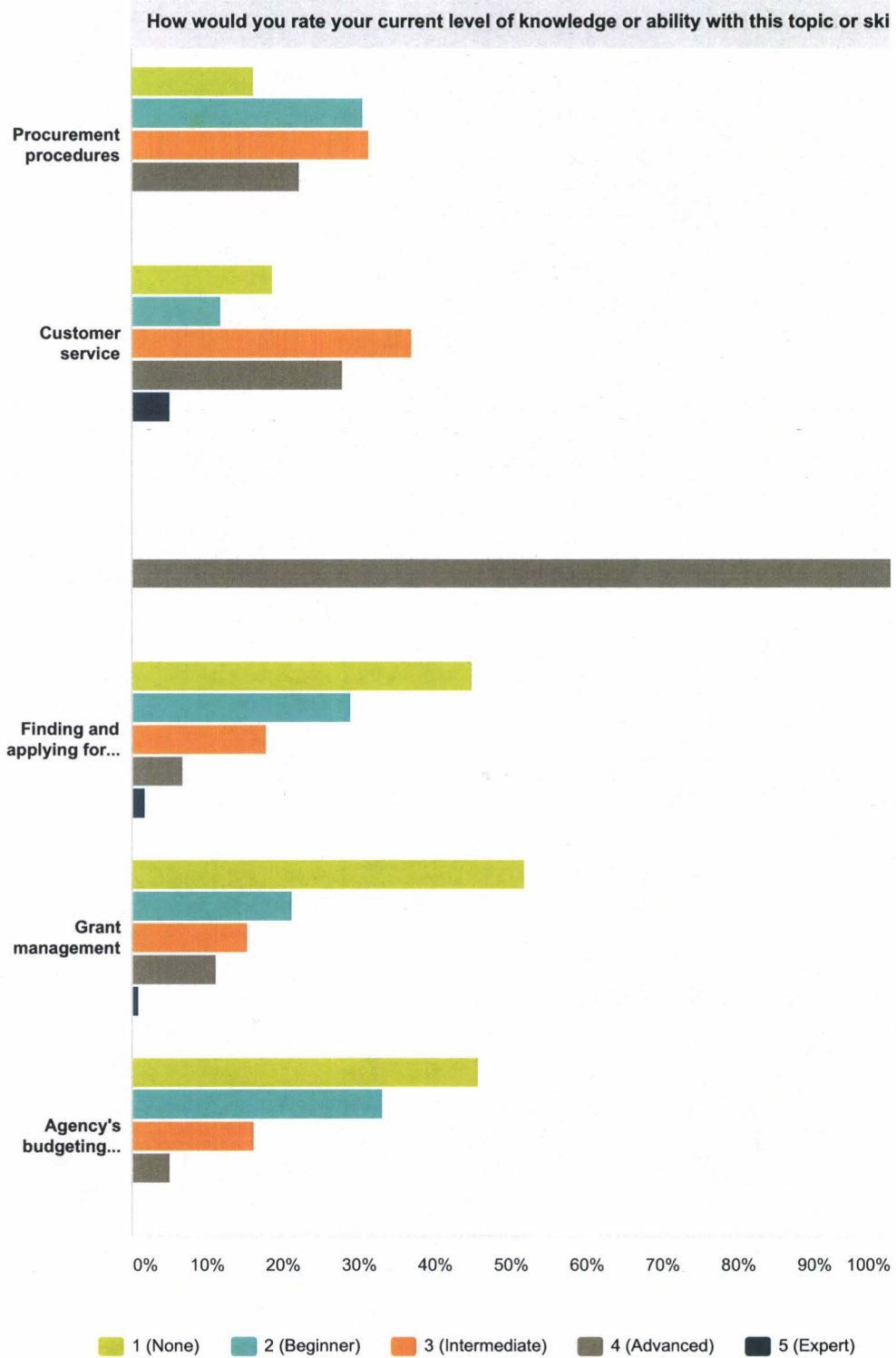
Answered: 122   Skipped: 51

## MRD Training Needs Assessment

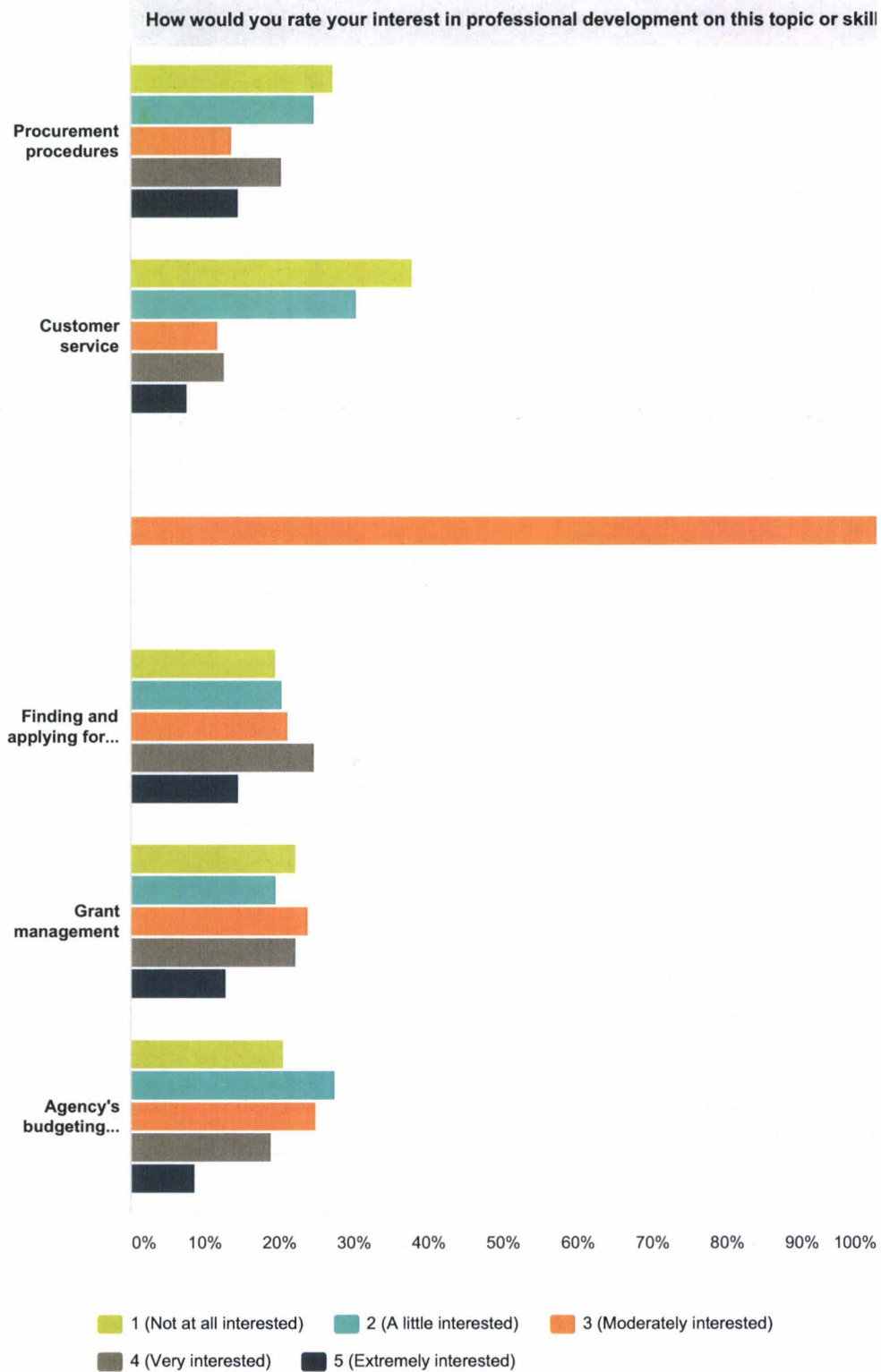




## MRD Training Needs Assessment



## MRD Training Needs Assessment



### How important is this topic or skill to your current position?

	1 (Not at all important)	2 (A little important)	3 (Moderately important)	4 (Very important)	5 (Extremely important)	Total
Procurement procedures	12.61% 15	26.05% 31	21.01% 25	19.33% 23	21.01% 25	119

## MRD Training Needs Assessment

Customer service	31.40% 38	23.14% 28	18.18% 22	11.57% 14	15.70% 19	121
	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Finding and applying for grants	37.82% 45	20.17% 24	14.29% 17	10.92% 13	16.81% 20	119
Grant management	41.18% 49	20.17% 24	9.24% 11	17.65% 21	11.76% 14	119
Agency's budgeting process	31.93% 38	28.57% 34	15.13% 18	14.29% 17	10.08% 12	119

### How would you rate your current level of knowledge or ability with this topic or skill?

	1 (None)	2 (Beginner)	3 (Intermediate)	4 (Advanced)	5 (Expert)	Total
Procurement procedures	16.10% 19	30.51% 36	31.36% 37	22.03% 26	0.00% 0	118
Customer service	18.49% 22	11.76% 14	36.97% 44	27.73% 33	5.04% 6	119
	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Finding and applying for grants	44.92% 53	28.81% 34	17.80% 21	6.78% 8	1.69% 2	118
Grant management	51.69% 61	21.19% 25	15.25% 18	11.02% 13	0.85% 1	118
Agency's budgeting process	45.76% 54	33.05% 39	16.10% 19	5.08% 6	0.00% 0	118

### How would you rate your interest in professional development on this topic or skill?

	1 (Not at all interested)	2 (A little interested)	3 (Moderately interested)	4 (Very interested)	5 (Extremely interested)	Total
Procurement procedures	27.12% 32	24.58% 29	13.56% 16	20.34% 24	14.41% 17	118
Customer service	37.82% 45	30.25% 36	11.76% 14	12.61% 15	7.56% 9	119
	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
Finding and applying for grants	19.49% 23	20.34% 24	21.19% 25	24.58% 29	14.41% 17	118
Grant management	22.03% 26	19.49% 23	23.73% 28	22.03% 26	12.71% 15	118
Agency's budgeting process	20.51% 24	27.35% 32	24.79% 29	18.80% 22	8.55% 10	117

#	Please identify any additional business training needs you need to have to best support your job (please be as specific as possible):	Date
1	Document archival regulations. Rules governing storage of Personally Identifiable Information...how to work with these in the real world.	1/30/2015 5:51 PM
2	My time is short, so most training would not be advantageous to SCDNR.	1/28/2015 4:07 PM



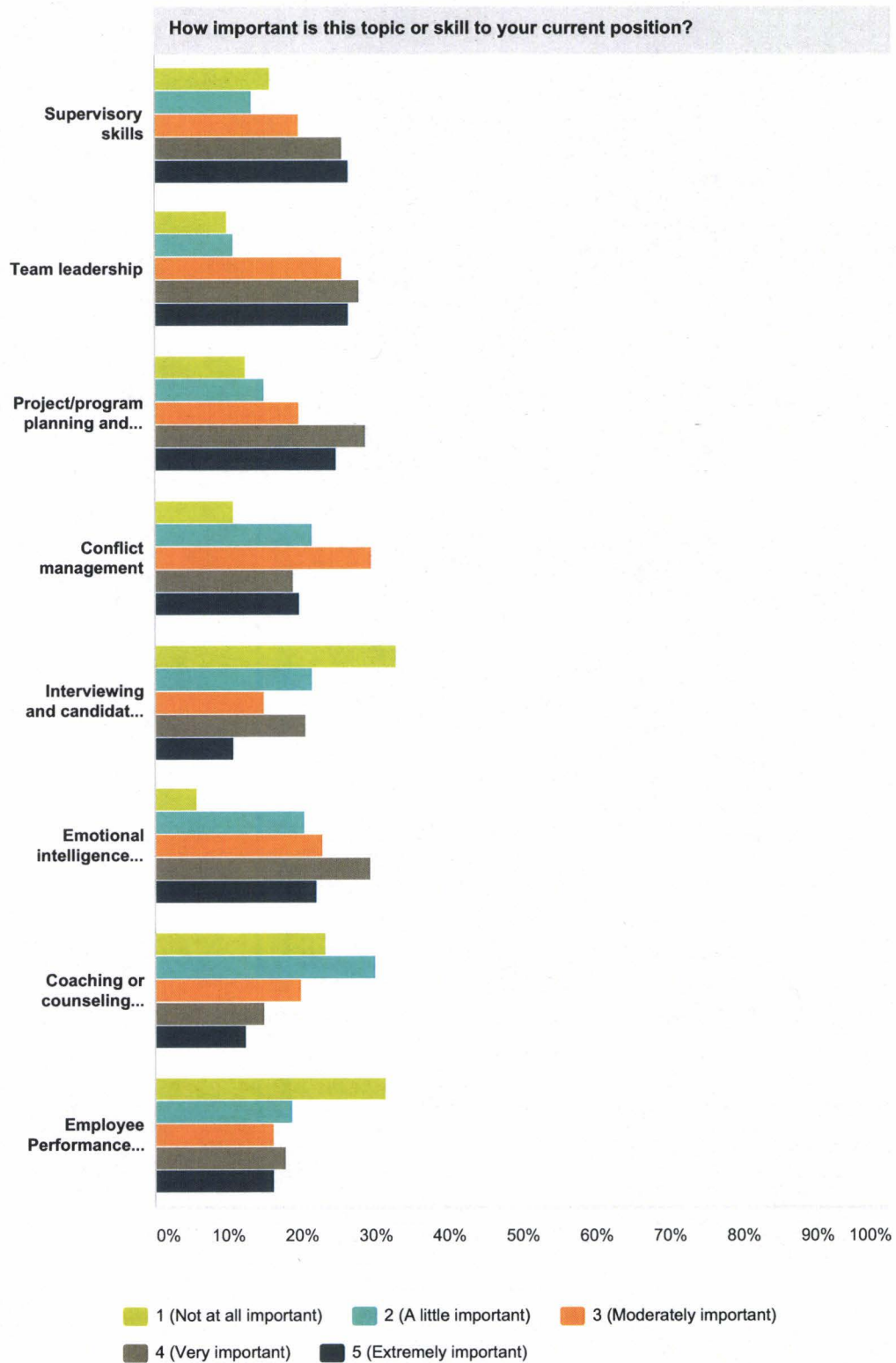
## MRD Training Needs Assessment

3	Understanding accounting process as applies to DNR & MRD. Getting data out of SCEIS. Understanding the process and procedures in Columbia for Proc., Accounting, and Grants enough to aid others at MRD and be able to explain to others. Need clear procedures for processes from Columbia offices. Need Accounting training as applies to MRD processes.	1/23/2015 11:51 AM
4	The Grant process at MRD specifically would be beneficial.	1/22/2015 11:36 AM

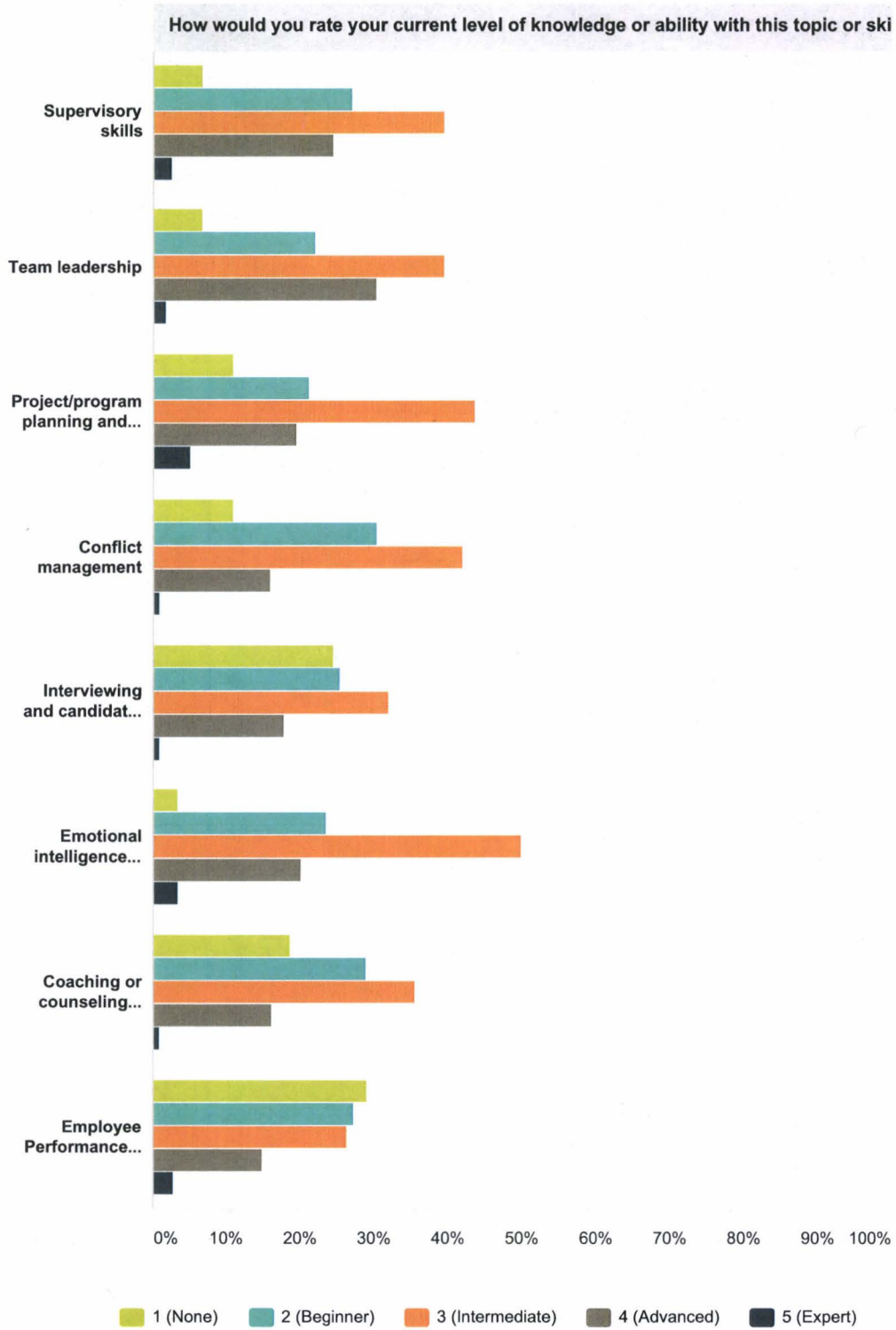
### **Q6 Consider the Leadership and Management skills listed below:**

Answered: 123 Skipped: 50

## MRD Training Needs Assessment

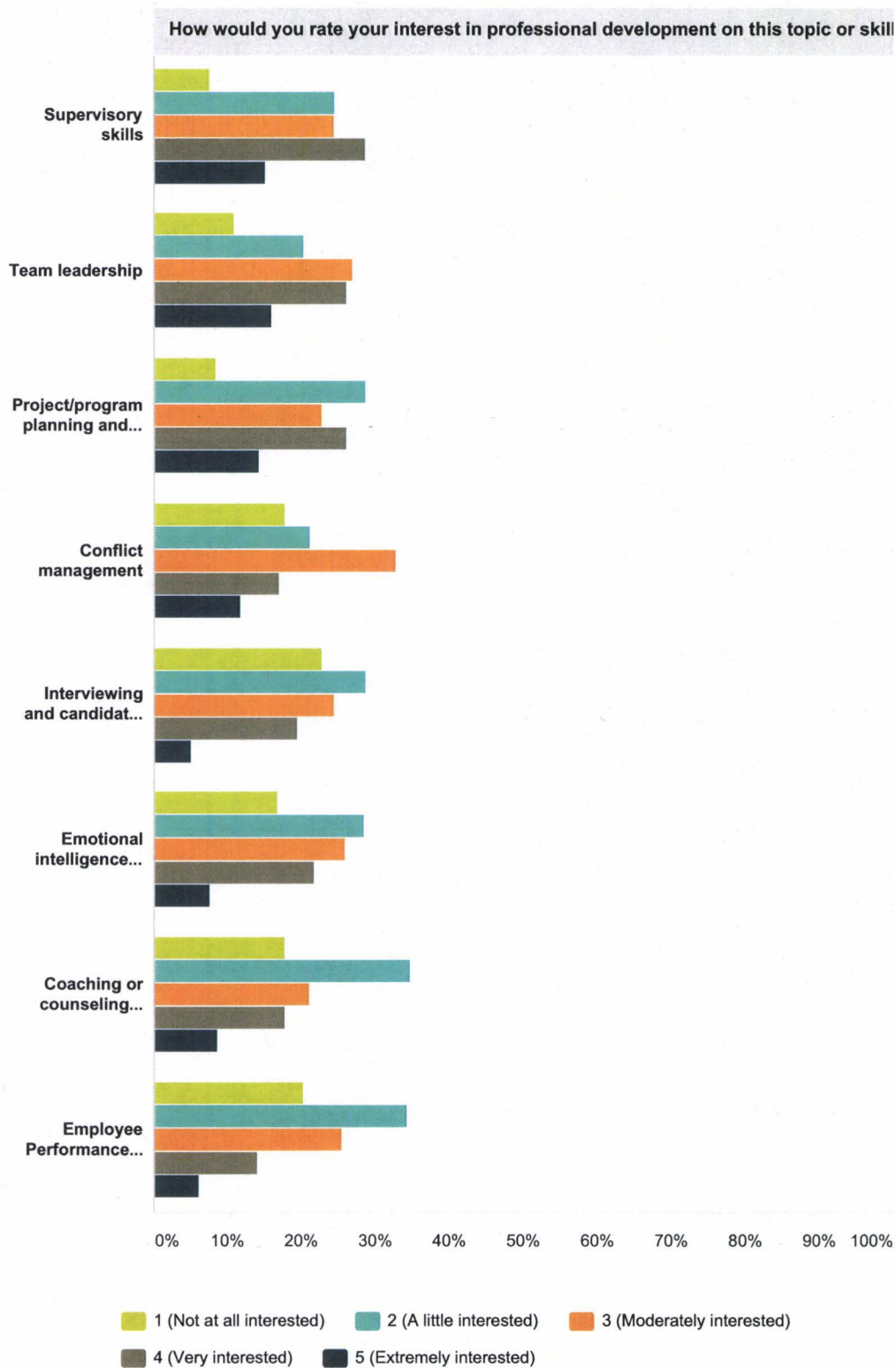


## MRD Training Needs Assessment





## MRD Training Needs Assessment



How important is this topic or skill to your current position?						
	1 (Not at all important)	2 (A little important)	3 (Moderately important)	4 (Very important)	5 (Extremely important)	Total
Supervisory skills	15.57% 19	13.11% 16	19.67% 24	25.41% 31	26.23% 32	122

## MRD Training Needs Assessment

Team leadership	9.84% 12	10.66% 13	25.41% 31	27.87% 34	26.23% 32	122
Project/program planning and management	12.30% 15	14.75% 18	19.67% 24	28.69% 35	24.59% 30	122
Conflict management	10.66% 13	21.31% 26	29.51% 36	18.85% 23	19.67% 24	122
Interviewing and candidate selection	32.79% 40	21.31% 26	14.75% 18	20.49% 25	10.66% 13	122
Emotional intelligence (ability to read your own and others' emotions and react appropriately)	5.69% 7	20.33% 25	22.76% 28	29.27% 36	21.95% 27	123
Coaching or counseling employees	23.14% 28	29.75% 36	19.83% 24	14.88% 18	12.40% 15	121
Employee Performance management	31.36% 37	18.64% 22	16.10% 19	17.80% 21	16.10% 19	118

### How would you rate your current level of knowledge or ability with this topic or skill?

	1 (None)	2 (Beginner)	3 (Intermediate)	4 (Advanced)	5 (Expert)	Total
Supervisory skills	6.72% 8	26.89% 32	39.50% 47	24.37% 29	2.52% 3	119
Team leadership	6.72% 8	21.85% 26	39.50% 47	30.25% 36	1.68% 2	119
Project/program planning and management	10.92% 13	21.01% 25	43.70% 52	19.33% 23	5.04% 6	119
Conflict management	10.92% 13	30.25% 36	42.02% 50	15.97% 19	0.84% 1	119
Interviewing and candidate selection	24.37% 29	25.21% 30	31.93% 38	17.65% 21	0.84% 1	119
Emotional intelligence (ability to read your own and others' emotions and react appropriately)	3.33% 4	23.33% 28	50.00% 60	20.00% 24	3.33% 4	120
Coaching or counseling employees	18.64% 22	28.81% 34	35.59% 42	16.10% 19	0.85% 1	118
Employee Performance management	28.95% 33	27.19% 31	26.32% 30	14.91% 17	2.63% 3	114

### How would you rate your interest in professional development on this topic or skill?

	1 (Not at all interested)	2 (A little interested)	3 (Moderately interested)	4 (Very interested)	5 (Extremely interested)	Total
Supervisory skills	7.56% 9	24.37% 29	24.37% 29	28.57% 34	15.13% 18	119
Team leadership	10.92% 13	20.17% 24	26.89% 32	26.05% 31	15.97% 19	119
Project/program planning and management	8.40% 10	28.57% 34	22.69% 27	26.05% 31	14.29% 17	119
Conflict management	17.65% 21	21.01% 25	32.77% 39	16.81% 20	11.76% 14	119
Interviewing and candidate selection	22.69% 27	28.57% 34	24.37% 29	19.33% 23	5.04% 6	119
Emotional intelligence (ability to read your own and others' emotions and react appropriately)	16.67% 20	28.33% 34	25.83% 31	21.67% 26	7.50% 9	120

## MRD Training Needs Assessment

Coaching or counseling employees	<b>17.80%</b> 21	<b>34.75%</b> 41	<b>21.19%</b> 25	<b>17.80%</b> 21	<b>8.47%</b> 10	118
Employee Performance management	<b>20.18%</b> 23	<b>34.21%</b> 39	<b>25.44%</b> 29	<b>14.04%</b> 16	<b>6.14%</b> 7	114

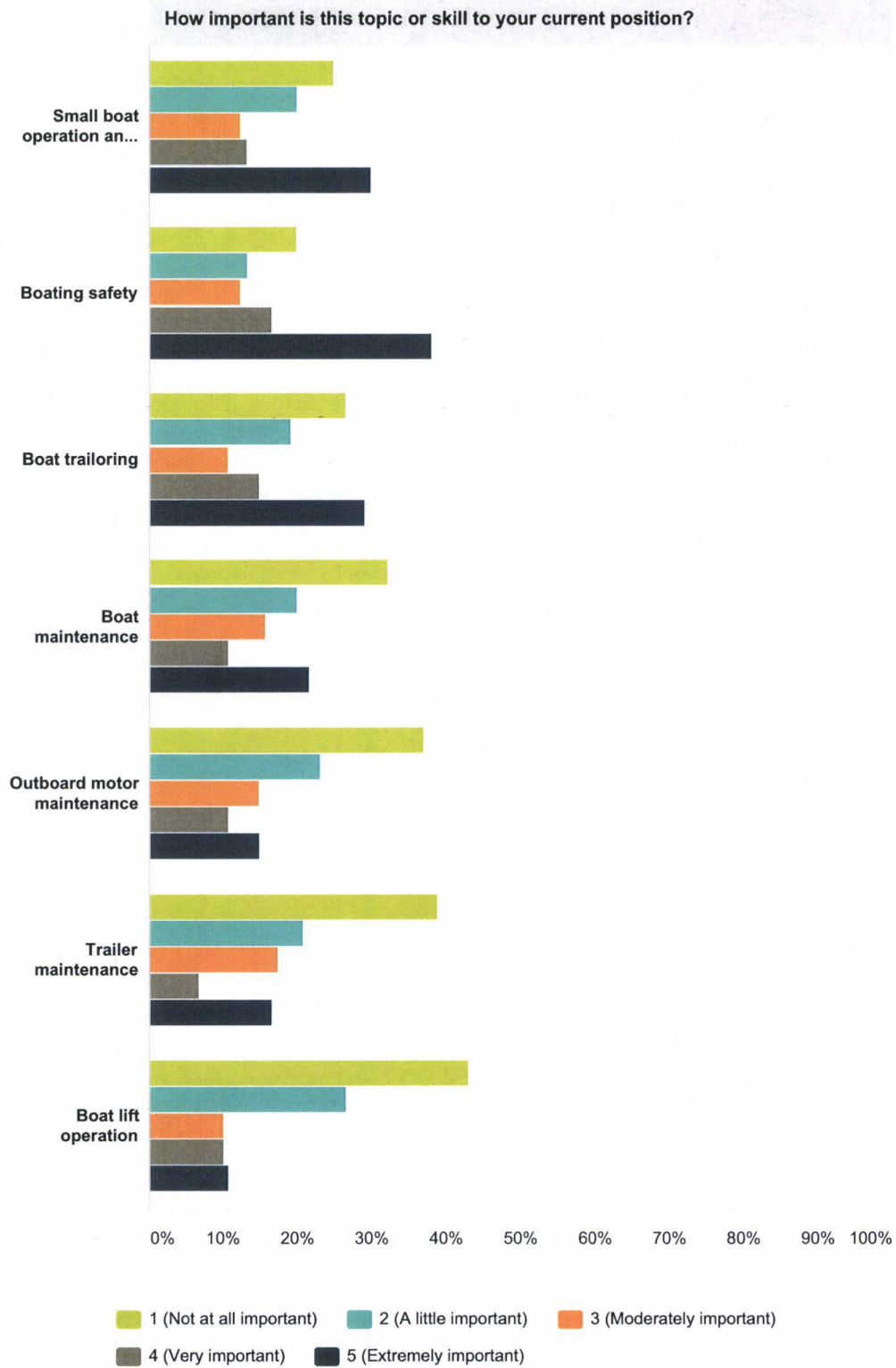
#	Please identify any additional leadership and/or management training needs you need to have to best support your job (please be as specific as possible):	Date
1	SC Budget and Control offers great APM programs along with other training that is great. There are A LOT of employees in Cola that take this training and it seems Charleston/ MRD gets left out of this loop.	2/9/2015 9:56 AM
2	Time Management - I would require at least 100 hrs to accomplish what should be accomplished in a 37.5 hr work week...I could only devote enough attention to my family if I did not have a job...I could only devote enough attention to my work, if I did not have a family...and that is just immediate family...once sick parents or other similar issues are thrown in the mix, all is really lost.	1/30/2015 5:51 PM
3	My time is short, so most training would not be advantageous to SCDNR.	1/28/2015 4:07 PM
4	Note: Most PhDs are NOT qualified to manage people, scientific research yes, but not people!	1/23/2015 11:41 AM
5	Employee performance management - using EPMS as a tool to track performance	1/23/2015 8:56 AM

### Q7 Consider the Vessel Operation skills listed below:

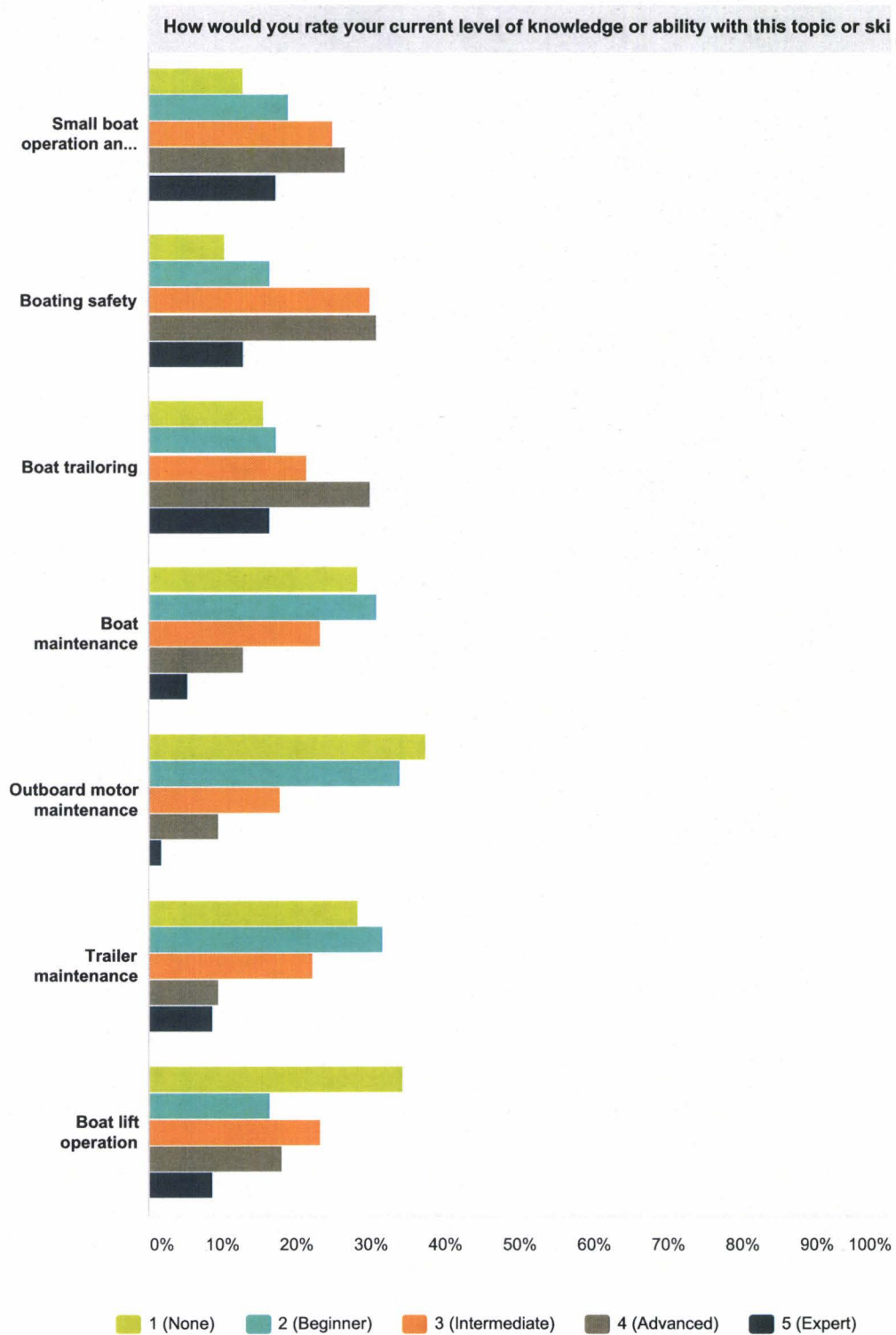
Answered: 122   Skipped: 51



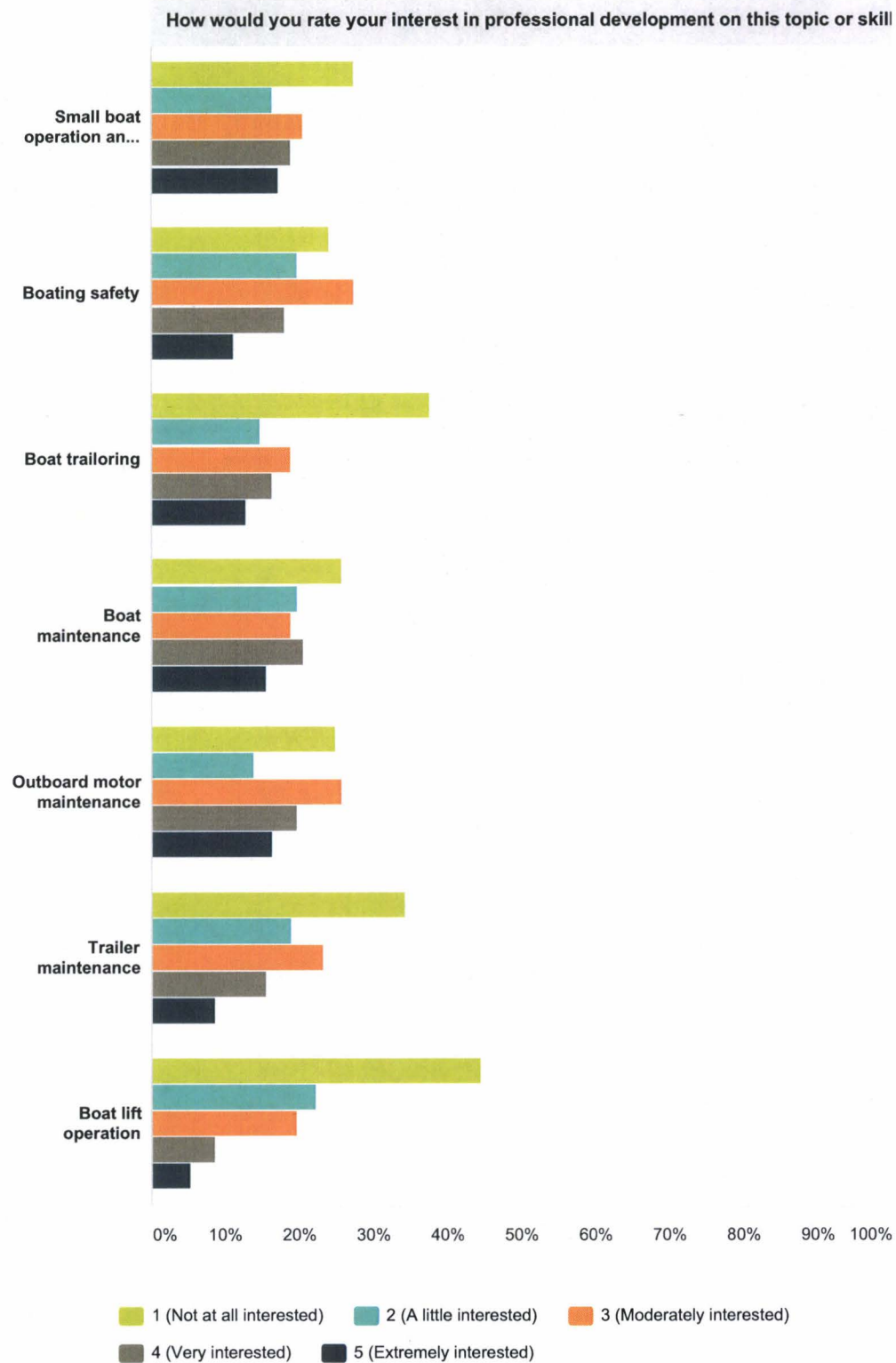
## MRD Training Needs Assessment



## MRD Training Needs Assessment



## MRD Training Needs Assessment



### How important is this topic or skill to your current position?

	1 (Not at all important)	2 (A little important)	3 (Moderately important)	4 (Very important)	5 (Extremely important)	Total
Small boat operation and handling	24.79% 30	19.83% 24	12.40% 15	13.22% 16	29.75% 36	121



## MRD Training Needs Assessment

Boating safety	19.83% 24	13.22% 16	12.40% 15	16.53% 20	38.02% 46	121
Boat trailoring	26.45% 32	19.01% 23	10.74% 13	14.88% 18	28.93% 35	121
Boat maintenance	32.23% 39	19.83% 24	15.70% 19	10.74% 13	21.49% 26	121
Outboard motor maintenance	36.89% 45	22.95% 28	14.75% 18	10.66% 13	14.75% 18	122
Trailer maintenance	38.84% 47	20.66% 25	17.36% 21	6.61% 8	16.53% 20	121
Boat lift operation	42.98% 52	26.45% 32	9.92% 12	9.92% 12	10.74% 13	121

How would you rate your current level of knowledge or ability with this topic or skill?

	1 (None)	2 (Beginner)	3 (Intermediate)	4 (Advanced)	5 (Expert)	Total
Small boat operation and handling	12.82% 15	18.80% 22	24.79% 29	26.50% 31	17.09% 20	117
Boating safety	10.26% 12	16.24% 19	29.91% 35	30.77% 36	12.82% 15	117
Boat trailoring	15.38% 18	17.09% 20	21.37% 25	29.91% 35	16.24% 19	117
Boat maintenance	28.21% 33	30.77% 36	23.08% 27	12.82% 15	5.13% 6	117
Outboard motor maintenance	37.29% 44	33.90% 40	17.80% 21	9.32% 11	1.69% 2	118
Trailer maintenance	28.21% 33	31.62% 37	22.22% 26	9.40% 11	8.55% 10	117
Boat lift operation	34.19% 40	16.24% 19	23.08% 27	17.95% 21	8.55% 10	117

How would you rate your interest in professional development on this topic or skill?

	1 (Not at all interested)	2 (A little interested)	3 (Moderately interested)	4 (Very interested)	5 (Extremely interested)	Total
Small boat operation and handling	27.35% 32	16.24% 19	20.51% 24	18.80% 22	17.09% 20	117
Boating safety	23.93% 28	19.66% 23	27.35% 32	17.95% 21	11.11% 13	117
Boat trailoring	37.61% 44	14.53% 17	18.80% 22	16.24% 19	12.82% 15	117
Boat maintenance	25.64% 30	19.66% 23	18.80% 22	20.51% 24	15.38% 18	117
Outboard motor maintenance	24.79% 29	13.68% 16	25.64% 30	19.66% 23	16.24% 19	117
Trailer maintenance	34.19% 40	18.80% 22	23.08% 27	15.38% 18	8.55% 10	117
Boat lift operation	44.44% 52	22.22% 26	19.66% 23	8.55% 10	5.13% 6	117

#

Please identify any additional vessel operation training needs you need to have to best support your job (please be as specific as possible):

Date

## MRD Training Needs Assessment

1	Immersion suit training	1/30/2015 5:51 PM
2	My time is short, so most training would not be advantageous to SCDNR.	1/28/2015 4:07 PM
3	I would take a small boat operation training course if it was offered.	1/27/2015 9:13 AM
4	How to anchor boats on falling tides	1/26/2015 7:56 AM
5	I believe periodic reviews of all facets of safe boating and trailering are a great idea. Refreshers of boating laws, boat safety, boat/motor maintenance etc.	1/23/2015 5:39 PM
6	While I don't need these skills to perform by job, I need to understand the basics of boat use and maintenance in order to assist staff.	1/23/2015 11:51 AM
7	Outboard maintenance/emergency repair should be mandatory for all DNR employees	1/23/2015 11:41 AM

### Q8 Do you have any training needs specific to your work area that have not been mentioned previously? Please be as specific as possible:

Answered: 24 Skipped: 149

Answer Choices	Responses	
1	100.00%	24
2	33.33%	8
3	12.50%	3
4	8.33%	2

#	1	Date
1	Education of State and Federal Agency Partnership within Fisheries Management	2/9/2015 1:28 PM
2	Training in statistical software such as R, Primer-E, etc.	2/9/2015 11:04 AM
3	Statistical Programming and Packages	2/9/2015 10:57 AM
4	R programming, particularly analyses and graphics specific to natural resource questions	2/9/2015 10:33 AM
5	Federal Laws and regulations that cover protected specie	2/2/2015 4:33 PM
6	Net repair	2/2/2015 9:56 AM
7	Forklift certification needs to continue to be available regularly.	1/30/2015 5:51 PM
8	training focused on communication to specific audiences ex. children, teachers, socioeconomic status	1/27/2015 3:51 PM
9	Perhaps a data analysis class would be a good idea.	1/27/2015 10:06 AM
10	fisheries management	1/27/2015 8:55 AM
11	Botany-Plant ID	1/26/2015 12:01 PM
12	Statistics - the ability to effectively use, promote, and continue to grow in use of your chosen statistics software. Communication and brainstorming with other users would be a huge plus.	1/23/2015 5:39 PM
13	Training using R statistical analysis software	1/23/2015 2:57 PM
14	Statistics course	1/23/2015 2:01 PM
15	climate change communication	1/23/2015 1:32 PM

## MRD Training Needs Assessment

16	first responder medical training - CPR and AED will not help enough in an emergency over a hundred miles offshore	1/23/2015 12:34 PM
17	Fish or species ID especially Juvenile	1/23/2015 12:04 PM
18	SC Politics/political function	1/23/2015 11:54 AM
19	SCEIS	1/23/2015 11:51 AM
20	Statistics	1/23/2015 11:51 AM
21	Fish id training for sharks and snapper/grouper could be beneficial to my staff	1/23/2015 11:36 AM
22	Marketing skills development	1/22/2015 2:22 PM
23	Learning theories-how people retain information and how the brain works	1/22/2015 11:36 AM
24	ISCO training (maintenance, programming, etc...)	1/21/2015 9:45 AM
#	2	Date
1	NOAA Fisheries Toolbox Assessment Programs	2/9/2015 10:57 AM
2	Electronics repair/troubleshooting (understanding electronics components and circuits, using test meters, soldering)	1/30/2015 5:51 PM
3	cross-training between sections is appropriate for communication/education positions to gain hands on experience and a better understanding of the research represented/communicated	1/27/2015 3:51 PM
4	stock assessment	1/27/2015 8:55 AM
5	GPS operation and data management (not GIS)	1/26/2015 12:01 PM
6	Working with stakeholders, NGO's, private sector	1/23/2015 11:54 AM
7	Modelling	1/23/2015 11:51 AM
8	YSI training (maintenance, programming, etc...)	1/21/2015 9:45 AM
#	3	Date
1	Program Presence/Program MARK	2/9/2015 10:57 AM
2	training on the ins and outs of common natural resource use is always helpful when relating to the public and communicating research/regulations (ex. surf fishing, cast netting, shrimp baiting)	1/27/2015 3:51 PM
3	Developing consensus	1/23/2015 11:54 AM
#	4	Date
1	C++/Python Coding/Cluster Processing	2/9/2015 10:57 AM
2	Storytelling	1/23/2015 11:54 AM

**Q9 Do you have any other training needs  
that have not already been mentioned?  
Please be as specific as possible.**

Answered: 8 Skipped: 165

Answer Choices	Responses	
1	100.00%	8
1	12.50%	1
3	0.00%	0
4	0.00%	0

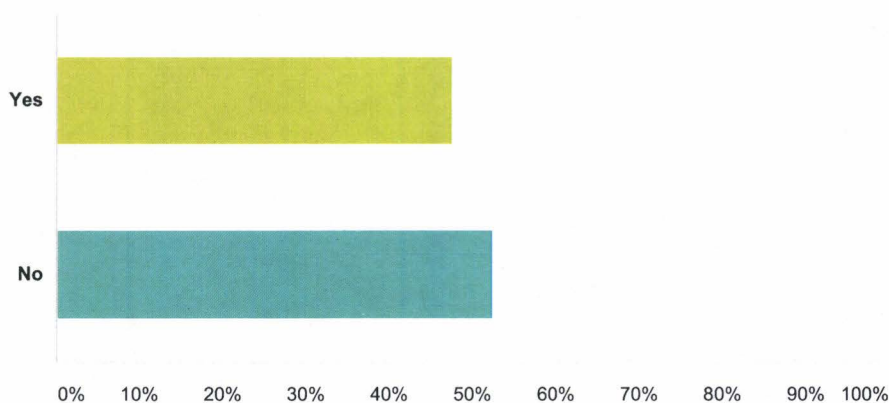


## MRD Training Needs Assessment

#	1	Date
1	Introduction to fish stock assessment (Available thru ASMFC periodically)	2/11/2015 9:42 AM
2	This sounds weird, but something practical - like knot tying, perhaps integrated with basic boat safety.	2/9/2015 8:34 PM
3	Familiarization with the DNR in general...what exists outside of Ft. Johnson?	1/30/2015 5:51 PM
4	Diversity Training	1/28/2015 11:10 AM
5	Net mending, for trawl nets	1/23/2015 12:04 PM
6	Personnel issues - very poorly trained in retirement program, health benefits, etc... when hired.	1/23/2015 11:56 AM
7	How the Agency works from research to regulation	1/23/2015 11:54 AM
8	Training on state retirement and benefits plans	1/22/2015 2:22 PM
#	1	Date
1	So many people don't know how to make a simple bowline or tie a cleat. In a marine institute, this seems like a basic.	2/9/2015 8:34 PM
#	3	Date
	There are no responses.	
#	4	Date
	There are no responses.	

### Q10 Are you a supervisor?

Answered: 122 Skipped: 51



Answer Choices	Responses	
Yes	47.54%	58
No	52.46%	64
<b>Total</b>		<b>122</b>

### Q11 For each topic area, list the top training need among the staff that you supervise:

Answered: 54 Skipped: 119

Answer Choices	Responses
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## MRD Training Needs Assessment

Computer and technology skills	88.89%	48
Communication skills	88.89%	48
Business skills	66.67%	36
Leadership and management skills	72.22%	39
Vessel operations skills	70.37%	38

#	Computer and technology skills	Date
1	Computer	2/11/2015 3:32 PM
2	data analysis	2/11/2015 2:13 PM
3	EXCEL advanced	2/11/2015 9:48 AM
4	Excel, R, Access	2/11/2015 9:22 AM
5	Excel, Word, Searches,	2/10/2015 4:45 PM
6	Statistical software packages	2/10/2015 4:34 PM
7	Access, GIS	2/9/2015 8:38 PM
8	Microsoft Access and Excel	2/9/2015 3:47 PM
9	Access	2/9/2015 1:35 PM
10	Excel, ACCESS, R	2/9/2015 1:07 PM
11	Access	2/9/2015 11:08 AM
12	Excel/Statistical Programming	2/9/2015 10:59 AM
13	VOLTS training and Access training	2/9/2015 9:59 AM
14	excel, access, possibly R	2/6/2015 3:11 PM
15	Excel	2/6/2015 1:39 PM
16	Database and analytical software training	2/2/2015 10:35 AM
17	basic excel and access	2/2/2015 9:08 AM
18	Probably intermediate to advanced Excel...but, very difficult to say.	1/30/2015 5:54 PM
19	Basic	1/28/2015 4:13 PM
20	More data base skills. Queries, data mining etc.	1/27/2015 10:07 AM
21	Excell or Access	1/27/2015 9:20 AM
22	excel, access	1/27/2015 8:56 AM
23	Excel, Access	1/26/2015 2:04 PM
24	SCEIS, Excel, ARCGIS, GPS	1/26/2015 12:02 PM
25	basic/advanced MS office skills	1/26/2015 9:46 AM
26	security, data management	1/26/2015 8:30 AM
27	Efficient use of data management software	1/23/2015 4:59 PM
28	general refresher courses such as WORD or EXCEL	1/23/2015 3:59 PM
29	visual presentations	1/23/2015 3:38 PM
30	Access	1/23/2015 3:32 PM

## MRD Training Needs Assessment

31	Use of MS Suite and GIS-related software (ARCGIS, etc.)	1/23/2015 3:11 PM
32	office	1/23/2015 2:02 PM
33	Access and Excel	1/23/2015 1:55 PM
34	Access skills, working with large datasets	1/23/2015 1:31 PM
35	R statistical software	1/23/2015 1:21 PM
36	Stats help	1/23/2015 12:46 PM
37	Access, Excel, Data Management	1/23/2015 12:40 PM
38	ACCESS basic & advanced	1/23/2015 12:27 PM
39	MS access, GIS	1/23/2015 12:04 PM
40	access, excel, graphing, data analysis	1/23/2015 11:53 AM
41	discretion	1/23/2015 11:47 AM
42	Statistical software training, R	1/23/2015 11:46 AM
43	excel for data management and analysis	1/23/2015 11:38 AM
44	Excel Basics	1/23/2015 11:36 AM
45	Data management and analysis (mostly microsoft office suite)	1/23/2015 11:35 AM
46	Basic data management using Excel or Access	1/23/2015 8:58 AM
47	Office suite, access, and Internet explorer, general PC training	1/22/2015 2:24 PM
48	SMARTboard	1/22/2015 11:41 AM
<b>#</b>	<b>Communication skills</b>	<b>Date</b>
1	scientific writing	2/11/2015 2:13 PM
2	Oral presentations to technical audience	2/11/2015 9:48 AM
3	Letter Writing, Oral Presentations	2/10/2015 4:45 PM
4	Presentations	2/10/2015 4:34 PM
5	basic writing	2/9/2015 8:38 PM
6	Posters and Powerpoint	2/9/2015 3:47 PM
7	Science Translation	2/9/2015 1:35 PM
8	Public Speaking, Writing Presentations	2/9/2015 1:07 PM
9	Interpersonal communication	2/9/2015 11:08 AM
10	Manuscript Writing	2/9/2015 10:59 AM
11	verbal communication skills, with other team members	2/9/2015 10:06 AM
12	How to be an effective communicator, understanding what the customer is asking	2/9/2015 9:59 AM
13	giving presentation	2/6/2015 3:11 PM
14	Scientific writing	2/6/2015 1:39 PM
15	probably scientific/technical writing - reports and papers	2/2/2015 9:58 AM
16	interpersonal communication	2/2/2015 9:08 AM
17	Don't even know where to start	1/30/2015 5:54 PM
18	Basic	1/28/2015 4:13 PM
19	Better ability to speak with managers	1/27/2015 10:07 AM



## MRD Training Needs Assessment

20	How to speak with general public about scientific issues	1/27/2015 9:20 AM
21	technical writing	1/27/2015 8:56 AM
22	scientific writing skills	1/26/2015 2:04 PM
23	Conflict management	1/26/2015 12:02 PM
24	Effective written and verbal communication	1/26/2015 9:46 AM
25	Public speaking	1/23/2015 4:59 PM
26	how to communicate with a hostile caller	1/23/2015 3:59 PM
27	Effective presentations	1/23/2015 3:38 PM
28	Public speaking and presentation skills	1/23/2015 3:34 PM
29	Being concise and making information digestible to diverse audiences	1/23/2015 3:32 PM
30	Public speaking, presentation skills, communicating with diverse audiences	1/23/2015 3:11 PM
31	oral	1/23/2015 2:02 PM
32	scientific writing, manuscripts and reports	1/23/2015 1:55 PM
33	Written communication	1/23/2015 1:21 PM
34	communicating effectively as a team	1/23/2015 12:46 PM
35	Oral presentation training	1/23/2015 12:40 PM
36	Public Speaking	1/23/2015 12:27 PM
37	presentations, interview	1/23/2015 12:04 PM
38	Communicating science to the public, storytelling	1/23/2015 11:56 AM
39	public speaking	1/23/2015 11:53 AM
40	communicating with passive/aggressive section leaders and coworkers	1/23/2015 11:47 AM
41	Technical writing training	1/23/2015 11:46 AM
42	technical writing	1/23/2015 11:38 AM
43	presenting to public and scientific audiences	1/23/2015 11:38 AM
44	Team Building	1/23/2015 11:36 AM
45	Interpersonal Communication and report writing	1/23/2015 11:35 AM
46	Public speaking	1/23/2015 8:58 AM
47	Written communication skills	1/22/2015 2:24 PM
48	any type of communication training, but especially focused on teaching children	1/22/2015 11:41 AM
<b>#</b>	<b>Business skills</b>	<b>Date</b>
1	procurement knowledge	2/11/2015 2:13 PM
2	none	2/11/2015 9:48 AM
3	Budgeting	2/10/2015 4:45 PM
4	Procurement and budgeting	2/10/2015 4:34 PM
5	maybe procurement	2/9/2015 8:38 PM
6	Procurement procedures	2/9/2015 3:47 PM
7	Procurement	2/9/2015 1:35 PM
8	Procurement, Budget Process	2/9/2015 1:07 PM



## MRD Training Needs Assessment

9	grants management	2/9/2015 11:08 AM
10	Project Management	2/9/2015 10:59 AM
11	Professionalism in the workplace	2/9/2015 9:59 AM
12	Grant management	2/6/2015 1:39 PM
13	procurement	2/2/2015 9:08 AM
14	IT security/PII issues/Document archive rules	1/30/2015 5:54 PM
15	Not Necessary	1/28/2015 4:13 PM
16	More procurment classes	1/27/2015 10:07 AM
17	account management	1/27/2015 9:20 AM
18	procurement procedures	1/27/2015 8:56 AM
19	Procurement procedures	1/26/2015 2:04 PM
20	fundamentals of state/public politics	1/26/2015 9:46 AM
21	More experience with using the BOA card and completing SCDNR procurement forms	1/23/2015 4:59 PM
22	basic electronic filing skills	1/23/2015 3:59 PM
23	managing budgets	1/23/2015 3:38 PM
24	SCDNR procurement procedures and policies	1/23/2015 3:11 PM
25	procurement	1/23/2015 2:02 PM
26	procurement procedures	1/23/2015 1:55 PM
27	Procurement	1/23/2015 12:46 PM
28	Procurement	1/23/2015 12:27 PM
29	budget management	1/23/2015 12:04 PM
30	budget tracking	1/23/2015 11:53 AM
31	State procurement training	1/23/2015 11:46 AM
32	Budget	1/23/2015 11:36 AM
33	procurement	1/23/2015 11:35 AM
34	Procurement procedures	1/23/2015 8:58 AM
35	Property and equipment managment	1/22/2015 2:24 PM
36	procurement procedures, grant writing	1/22/2015 11:41 AM
#	<b>Leadership and management skills</b>	<b>Date</b>
1	interpersonal skills	2/11/2015 2:13 PM
2	Effective use of the EPMS	2/11/2015 9:48 AM
3	Scheduling, Safety, Time Management	2/10/2015 4:45 PM
4	conflict resolution and working as a team	2/10/2015 4:34 PM
5	Maybe time management.	2/9/2015 8:38 PM
6	team leadership; hiring skills	2/9/2015 1:35 PM
7	Supervisor Classess, Conflict Management	2/9/2015 1:07 PM
8	supervisor training	2/9/2015 11:08 AM
9	Team Leadership	2/9/2015 10:59 AM

## MRD Training Needs Assessment

10	Time management skills	2/9/2015 10:06 AM
11	Being motivated and taking initiative	2/9/2015 9:59 AM
12	Manager training	2/6/2015 1:39 PM
13	coaching	2/2/2015 9:08 AM
14	How to communicate what is needed and motivate others to help.	1/30/2015 5:54 PM
15	Intermediate for Captains Only	1/28/2015 4:13 PM
16	Time management and team building	1/27/2015 9:20 AM
17	communication	1/27/2015 8:56 AM
18	How to effectively use the EPMS	1/26/2015 2:04 PM
19	community speaking and public leadership	1/26/2015 9:46 AM
20	Motivating peers/subordinates	1/23/2015 4:59 PM
21	how to be effective supervisors	1/23/2015 3:59 PM
22	Conflict resolution	1/23/2015 3:38 PM
23	Team cooperation	1/23/2015 3:34 PM
24	Employee management	1/23/2015 2:02 PM
25	supervisory skills	1/23/2015 1:55 PM
26	leading a team	1/23/2015 12:46 PM
27	emotional intelligence	1/23/2015 12:40 PM
28	Program management	1/23/2015 12:27 PM
29	supervisory skills	1/23/2015 12:04 PM
30	All leadership, management and conflict resolution skills	1/23/2015 11:56 AM
31	coaching employees, supervision	1/23/2015 11:53 AM
32	learning humility, dealing with political injustice within the agency	1/23/2015 11:47 AM
33	Interviewing training	1/23/2015 11:46 AM
34	basic supervisory skills	1/23/2015 11:38 AM
35	Team Leadership	1/23/2015 11:36 AM
36	Project planning and management	1/23/2015 11:35 AM
37	General leadership - what it means to be a supervisor	1/23/2015 8:58 AM
38	Data management	1/22/2015 2:24 PM
39	team building	1/22/2015 11:41 AM
#	<b>Vessel operations skills</b>	<b>Date</b>
1	boat safety	2/11/2015 2:13 PM
2	Boat trailering	2/11/2015 9:48 AM
3	All skills related to small craft	2/10/2015 4:45 PM
4	none	2/10/2015 4:34 PM
5	small boat operations. Again, the knot tying training would be useful. We don't need to all be Eagle Scouts - just the basics.	2/9/2015 8:38 PM
6	small vessel operation, trailering, and maintenance	2/9/2015 3:47 PM
7	All listed previously	2/9/2015 1:35 PM

## MRD Training Needs Assessment

8	Boat, trailer, and motor maintenance	2/9/2015 1:07 PM
9	safety overall (and trailoring)	2/9/2015 11:08 AM
10	Boating Safety	2/9/2015 10:59 AM
11	How to troubleshoot and fix common outboard motor problems	2/9/2015 10:31 AM
12	none	2/9/2015 9:59 AM
13	small boat operations	2/6/2015 1:39 PM
14	boating safety	2/2/2015 9:08 AM
15	Survival Suit training	1/30/2015 5:54 PM
16	Be sure to separate Vessel ops & Small Boat operators. Electronics, hydraulics, welding, etc.	1/28/2015 4:13 PM
17	none	1/27/2015 9:20 AM
18	boat/outboard/trailer maintenance	1/27/2015 8:56 AM
19	basic boat repair	1/26/2015 2:04 PM
20	Basic/advanced vessel operation, safety and understanding	1/26/2015 9:46 AM
21	Navigating in small tidal creeks	1/23/2015 4:59 PM
22	boat maintenance	1/23/2015 3:38 PM
23	safety/operation	1/23/2015 2:02 PM
24	small boat operation and safe trailoring	1/23/2015 1:55 PM
25	Boat/Trailer Maintenance	1/23/2015 1:31 PM
26	Small boat operation	1/23/2015 1:21 PM
27	small boat handling skills and trailoring	1/23/2015 12:46 PM
28	boating safety, boat and motor maintenance	1/23/2015 12:40 PM
29	Boat/trailer maintenance and safety	1/23/2015 12:27 PM
30	vessel safety	1/23/2015 12:04 PM
31	trailer maintenance, motor maintenance, boat maintenance	1/23/2015 11:53 AM
32	discretion	1/23/2015 11:47 AM
33	Outboard motor maintenance	1/23/2015 11:46 AM
34	basic vessel ops	1/23/2015 11:38 AM
35	Small boat handling	1/23/2015 11:35 AM
36	General boat safety and maintenance	1/23/2015 8:58 AM
37	Trailoring	1/22/2015 2:24 PM
38	boat safety and very basic maintenance	1/22/2015 11:41 AM

**Q12 Please list any other top training needs  
for your staff that were not identified above:**

Answered: 8 Skipped: 165

Answer Choices	Responses
1	100.00%

## MRD Training Needs Assessment

2	50.00%	4
3	12.50%	1

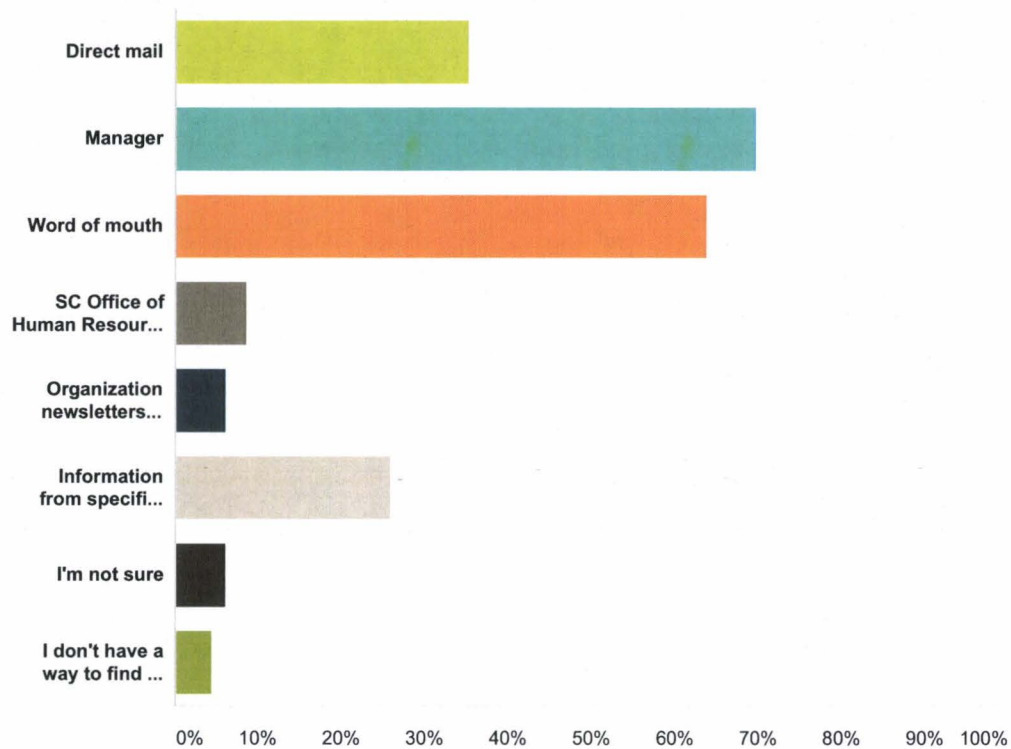
#	1	Date
1	More First Aid courses.	2/9/2015 8:38 PM
2	Llama wrangling	2/9/2015 1:35 PM
3	Google Earth Pro	2/9/2015 11:08 AM
4	Time management	1/23/2015 3:34 PM
5	Statistics	1/23/2015 2:02 PM
6	(Scientific) writing	1/23/2015 12:04 PM
7	First Aid, CPR, etc	1/23/2015 11:46 AM
8	Conflict Management	1/23/2015 11:36 AM
#	2	Date
1	How to change a tire	2/9/2015 8:38 PM
2	Excel	2/9/2015 11:08 AM
3	Organization	1/23/2015 3:34 PM
4	dealing with the press	1/23/2015 12:04 PM
#	3	Date
1	grants management	1/23/2015 12:04 PM

**Q13 Which of the following sources of information about professional development and/or training opportunities do you rely on (select all that apply)?**

Answered: 116 Skipped: 57



## MRD Training Needs Assessment



Answer Choices	Responses	
Direct mail	35.34%	41
Manager	69.83%	81
Word of mouth	63.79%	74
SC Office of Human Resources Career Development web page	8.62%	10
Organization newsletters (specify below)	6.03%	7
Information from specific training providers (specify below)	25.86%	30
I'm not sure	6.03%	7
I don't have a way to find out about trainings	4.31%	5
<b>Total Respondents: 116</b>		

#	Other (or specify which organization newsletters or training providers):	Date
1	NMFS, newsletters from various professional memberships (e.g., American Fisheries Society)	2/11/2015 9:54 AM
2	MAT	2/11/2015 9:17 AM
3	email	2/9/2015 8:43 PM
4	some email announcements	2/9/2015 3:49 PM
5	Productivity Solutions Training, ESRI, SkillPath	2/9/2015 1:16 PM
6	ASMFC and American Fisheries Society	2/9/2015 11:03 AM
7	As a supervisor MRD doesn't say "you have XX training so you should have XYZ training", no one seems to suggest that you go to training courses in Charleston, Cola has their people going ALL the time!	2/9/2015 10:08 AM

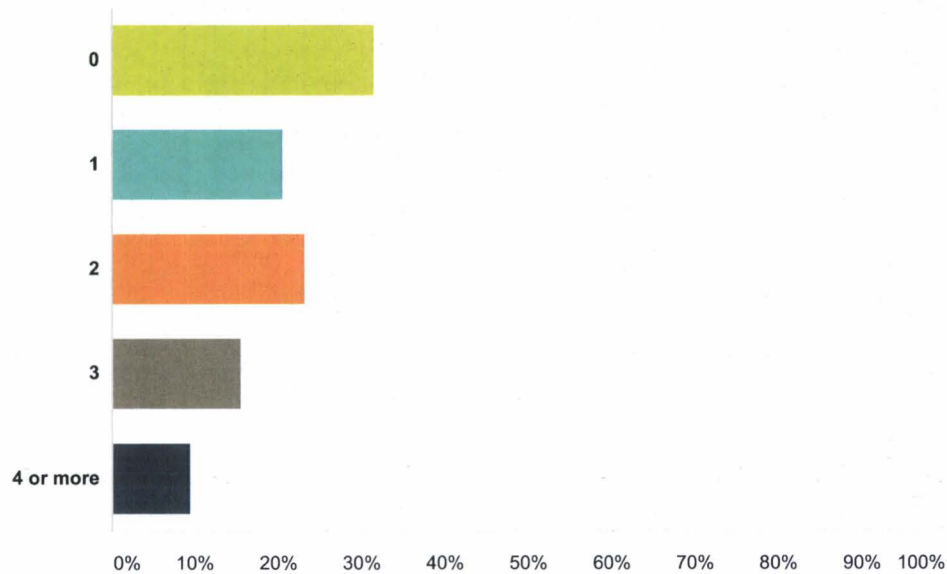
## MRD Training Needs Assessment

8	AFS, ASMFC, USFWS	2/2/2015 10:40 AM
9	Specific: Lynda Creek. Beyond that, all other info transfer is by chance. DNR HR stopped being a source years ago.	1/30/2015 6:00 PM
10	SCDNR HR through email, Operations Director (my supervisor)	1/28/2015 4:18 PM
11	SCMEA, NMEA, Aquarium, NERR, NOAA, CofC	1/27/2015 4:00 PM
12	Emails are sent out by Lynda Creek about safety training opportunities.	1/27/2015 9:22 AM
13	PST courses	1/27/2015 8:58 AM
14	email	1/26/2015 12:04 PM
15	Email from Columbia office.	1/26/2015 11:47 AM
16	DGI; DHEC; EPA	1/26/2015 7:42 AM
17	I seek out opportunities to strengthen development on my own through the internet. For instance, I've taken free online statistics webinars and considered paying on my own for periodic statistics seminars online.	1/23/2015 5:46 PM
18	MAT emails	1/23/2015 5:01 PM
19	MAT	1/23/2015 3:34 PM
20	CTP program	1/23/2015 3:15 PM
21	email through DNR	1/23/2015 2:35 PM
22	email if direct mail is snail mail	1/23/2015 2:05 PM
23	email announcement at work	1/23/2015 1:48 PM
24	Management Assistance Team	1/23/2015 1:23 PM
25	PST training solutions	1/23/2015 12:46 PM
26	Search engines	1/23/2015 11:57 AM
27	SCOHR doesn't give many classes. Fred Pryor, SC assoc of Govt Purchasing officials	1/23/2015 11:56 AM
28	public library; OHR, Pryor	1/23/2015 11:56 AM
29	NOAA CSC, other CTP programs	1/23/2015 9:15 AM
30	CTP emails, SCMEA and NMEA newsletters	1/22/2015 1:41 PM
31	Blaik Keppler	1/21/2015 9:48 AM

**Q14 How many times in the last year have you been to a workshop-style training or other professional development opportunity (on any topic)?**

Answered: 117 Skipped: 56

## MRD Training Needs Assessment



Answer Choices	Responses	
0	31.62%	37
1	20.51%	24
2	23.08%	27
3	15.38%	18
4 or more	9.40%	11
Total		117

### Q15 What were the topics of the training sessions you attended (leave blank if you did not attend any trainings in the last year)?

Answered: 71 Skipped: 102

#	Responses	Date
1	acoustic tag workshop	2/11/2015 2:15 PM
2	Presentation Skills Advertising and Marketing Skills	2/11/2015 12:30 PM
3	presentation skills training, fish health workshop	2/11/2015 9:58 AM
4	Methods of studying fish reproduction	2/11/2015 9:54 AM
5	R Training Stock assessment Training Communications training	2/11/2015 9:24 AM
6	How to communicate effectively	2/11/2015 9:21 AM
7	ATV safety/ operation, boating operation, public speaking, public communication, Lab safety, first aid/ cpr	2/10/2015 4:47 PM
8	recent "barriers" training	2/9/2015 1:39 PM
9	Customer Service Work Safety	2/9/2015 1:33 PM

## MRD Training Needs Assessment

10	Tidal Datums, Classification Schemes, Vulnerability Assessments, Wetland Plant Ecology, Computer Software, Computer Modeling	2/9/2015 1:16 PM
11	LID manual	2/9/2015 11:15 AM
12	Caris Hips and Sips 8.1 at College of Charleston	2/9/2015 11:08 AM
13	1) Occupancy Modeling 2) AD Model Builder 3) Growth Modeling Workshop	2/9/2015 11:03 AM
14	Employee Management	2/9/2015 10:33 AM
15	Presentation skills	2/9/2015 10:22 AM
16	Professionalism and Effective Communication done by the Fred Pryor series and it was the worst training that I have EVER been to in my life (seriously)!	2/9/2015 10:08 AM
17	Presentation training, CPR First Aid, Fish ageing work shop	2/9/2015 10:07 AM
18	presentation skills	2/6/2015 3:12 PM
19	Occupation Modeling Management	2/6/2015 1:42 PM
20	Public Speaking in house access training	2/4/2015 1:20 PM
21	Stock Assessment Training (ASMFC), R training (AFS & ASMFC),	2/2/2015 10:40 AM
22	defensive driving	2/2/2015 10:18 AM
23	Breaking Down Barriers - Communicating to Underrepresented Audiences, South Carolina Marine Educators Association Conference, National Marine Educators Association Conference, MRRRI Conference, Surf Fishing Clinic, Coast Guard Drills/Vessel Rescue, Long Lining Education Trip, Sea Turtle Necropsy, Bear Island Alligator Research,	1/27/2015 4:00 PM
24	Forklift Training workplace safety	1/27/2015 9:25 AM
25	Laboratory safety, Formaldehyde safety, Defensive driving, CPR/First aid, Sandwich Hybridization Assay training	1/27/2015 9:22 AM
26	fish tagging workshop, Microsoft access	1/27/2015 8:58 AM
27	Procurement	1/26/2015 12:04 PM
28	CPR, AED & First Aid training	1/26/2015 11:47 AM
29	SCFWA meeting 4 hour driving course pesticide application	1/26/2015 9:51 AM
30	Customer Service training in STYX; spoke specifically about how to handle different types of customers	1/26/2015 9:09 AM
31	Lab and Workplace safety training	1/26/2015 8:57 AM
32	IT Security, State Procurement	1/26/2015 8:34 AM
33	Hazmat Response and DHEC workshop	1/26/2015 7:42 AM
34	driving course	1/24/2015 4:25 PM
35	Conflict Management	1/23/2015 5:01 PM
36	decision making conflict management progressive discipline	1/23/2015 4:02 PM
37	1. USFWS TRACS training 2. SOBA conference - general boating access-related topics	1/23/2015 3:15 PM
38	Scientific Diver Certification	1/23/2015 2:59 PM
39	online fish health certification, trailer maintenance, boaters safety	1/23/2015 2:35 PM
40	AAA Driver Improvement Program, American Red Cross	1/23/2015 2:27 PM
41	First Aid/CPR, defensive driving training, Outreach/Communication	1/23/2015 2:09 PM
42	Office access	1/23/2015 2:05 PM
43	grant writing for natural resources coastal process and beach construction projects communicating to underserved audiences	1/23/2015 1:48 PM



## MRD Training Needs Assessment

44	general marine education	1/23/2015 1:33 PM
45	Forklift, Chemical Response, AAA Driving Class	1/23/2015 1:27 PM
46	Driving Certification	1/23/2015 1:01 PM
47	Various GIS related trainings	1/23/2015 12:50 PM
48	Lab and workplace safety, driving safety, SEDAR Shrimp data evaluation workshop	1/23/2015 12:50 PM
49	Servant leadership, Foundations of critical thinking, Analytics (as part of a Master's curriculum), MRD conference	1/23/2015 12:46 PM
50	Work Lab Safety	1/23/2015 12:45 PM
51	workplace safety, driving	1/23/2015 12:42 PM
52	use of "R"	1/23/2015 12:30 PM
53	access first aid cpr	1/23/2015 12:09 PM
54	Stock assessment	1/23/2015 12:07 PM
55	(bi)annual training and certifications given at DNR	1/23/2015 12:05 PM
56	NCLI, emotional intelligence, history of leadership, advanced leadership, communication, storytelling, conflict resolution	1/23/2015 11:58 AM
57	Database management R	1/23/2015 11:57 AM
58	Legal Aspects of Procurement; Grant training for recipients;	1/23/2015 11:56 AM
59	Grant writing, Coastal GIS, MS Access, Water Words That Work, Project Design and Evaluation.	1/23/2015 11:56 AM
60	communication skills	1/23/2015 11:56 AM
61	Communicating Effectively Conference for Administrative Assistants	1/23/2015 11:53 AM
62	AAA Driving CPR/AED/First Aid Wetland delineation Breaking through Barriers	1/23/2015 11:50 AM
63	Fire extinguisher training Fork Lift training	1/23/2015 11:48 AM
64	Working with difficult people.	1/23/2015 11:48 AM
65	TRACS Training (specific grants program training session) Communications Creative Leadership	1/23/2015 11:43 AM
66	supervisor training	1/23/2015 11:40 AM
67	CPR, communicating ideas to public	1/23/2015 11:34 AM
68	driving safety Lab safety CPR first aid	1/23/2015 11:33 AM
69	Diversity/Conflict Resolution, Team Leadership, Systems & Processes, Presentation Skills, Workforce/Strategic Planning, Managing Through Change, Ethical Leadership, Facilitating Collaborative Meetings	1/23/2015 9:15 AM
70	DAN O2 training,	1/22/2015 2:32 PM
71	Facilitating Collaborative meetings Supervisory Practices Project Design and Evaluation	1/22/2015 1:41 PM

**Q16 Please list any training or other professional development opportunities that you have completed and found beneficial (i.e. those you would recommend to others):**

Answered: 45 Skipped: 128

#	Responses	Date
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## MRD Training Needs Assessment

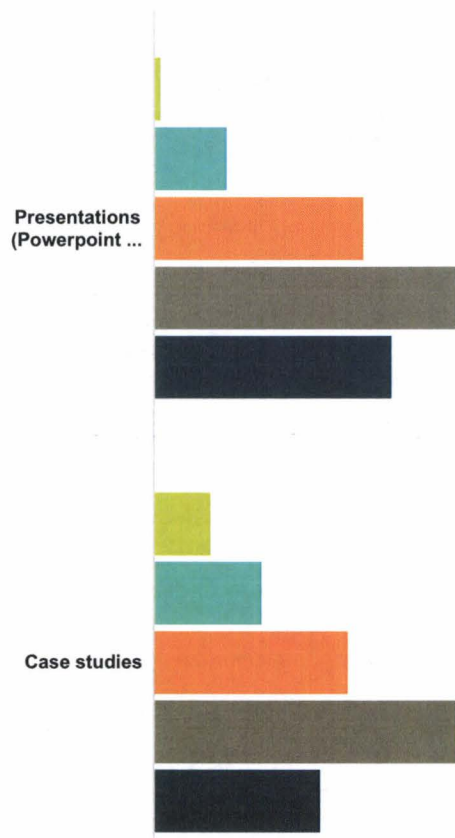
1	Presentation Skills Advertising and Marketing Skills	2/11/2015 12:30 PM
2	Intro to any statistical software to get an overview	2/11/2015 9:54 AM
3	How to communicate effectively	2/11/2015 9:21 AM
4	TNC training on media interactions; myers-briggs;	2/9/2015 1:39 PM
5	Customer Service Work Safety	2/9/2015 1:33 PM
6	ACCESS training at Productivity Solutions Training, Time/Project Management at SkillPath Archived Training Webinars, i.e.NOAA website, EBM Tools Webinar, ESRI	2/9/2015 1:16 PM
7	1) ASMFC Data Poor Stock Assessment 2) ASMFC NOAA Fisheries Toolbox Training with ADAPT 3) NOAA Fisheries Toolbox Training with ASPIC 4) ASMFC Mock Assessment Workshop 5) Occupancy Modeling Workshop 6) AD Model Builder Workshop	2/9/2015 11:03 AM
8	Terri McGee had a gentleman (her friend from another state agency) on 2/7/2014 and 2/28/2014 do a Customer Service Training Session that was fabulous. It was simplified and very informative.	2/9/2015 10:08 AM
9	Presentation Training	2/9/2015 10:07 AM
10	Professional Scientific meetings	2/6/2015 3:12 PM
11	MAT courses for management SDAFS workshops (varied topics)	2/6/2015 1:42 PM
12	Courses offered at the National Conservation Training Center (USFWS)	2/2/2015 10:40 AM
13	Visiting a similar program within a DNR of another state to see how they do similar work. Fisheries Stock Assessment class. Still could not do an assessment, but at least am more familiar with the concepts. Procurement. Interviewing skills.	2/2/2015 10:04 AM
14	Excel, Access, writing, conflict management. Have had EPMS overview...but long ago and woefully inadequate to actually implement.	1/30/2015 6:00 PM
15	National Marine Educators Association Conference, Water Words that Work, Breaking Through Barriers, Project Design and Evaluation,	1/27/2015 4:00 PM
16	Laboratory safety, Formaldehyde safety, Defensive driving, CPR/First aid, Computer (IT)safety training	1/27/2015 9:22 AM
17	Basic Excel and Access training in the computer lab	1/26/2015 2:05 PM
18	Microsoft 7 Procurement Procedures Defensive Driving every 3 years First Aid, AED & CPR	1/26/2015 11:47 AM
19	basic computer training	1/26/2015 9:51 AM
20	I think a boating safety and trailering course would be appropriate for this Division	1/26/2015 9:38 AM
21	Customer Service training in STYX; spoke specifically about how to handle different types of customers	1/26/2015 9:09 AM
22	Lowcountry Master Naturalist	1/26/2015 7:58 AM
23	I count each opportunity for public speaking as a development opportunity. Thus, I try to be involved with this as it arises. For example, I have given several meeting talks and taken part in several student talks in the past year. I highly recommend this sort of experience to others.	1/23/2015 5:46 PM
24	Dealing with the News Media Effective Powerpoint presentations	1/23/2015 3:42 PM
25	MAT - Leader as Supervisor CSC Facilitating Meetings workshop	1/23/2015 3:34 PM
26	USFWS TRACS training - for those with USFWS grants	1/23/2015 3:15 PM
27	American Red Cross class	1/23/2015 2:27 PM
28	Outreach/Communication workshop	1/23/2015 2:09 PM
29	grant writing for natural resources coastal process and beach construction projects communicating to underserved audiences	1/23/2015 1:48 PM
30	volunteer management	1/23/2015 1:33 PM
31	First Aid, AAA Driving, CPR	1/23/2015 1:27 PM

## MRD Training Needs Assessment

32	PST training solutions Access levels 2-4	1/23/2015 12:46 PM
33	workplace safety	1/23/2015 12:42 PM
34	use of "R"	1/23/2015 12:30 PM
35	first aid and rescue diving	1/23/2015 12:09 PM
36	NCLI, emotional intelligence, history of leadership, advanced leadership, communication, storytelling, conflict resolution	1/23/2015 11:58 AM
37	NCSU online classes	1/23/2015 11:57 AM
38	Management Assessment Training courses, e.g. Leader as Supervisor	1/23/2015 11:56 AM
39	access, GIS	1/23/2015 11:56 AM
40	ArcGIS	1/23/2015 11:50 AM
41	Managing Multiple Projects	1/23/2015 11:40 AM
42	-Use of PRIMER -ArcGIS	1/23/2015 11:37 AM
43	Facilitating collaborative meetings, Supervisory practices	1/23/2015 9:15 AM
44	Any Water Words That Work most Coastal Services Center trainings	1/22/2015 1:41 PM
45	CDC HABISS database training, SCDNR managers training course.	1/21/2015 9:48 AM

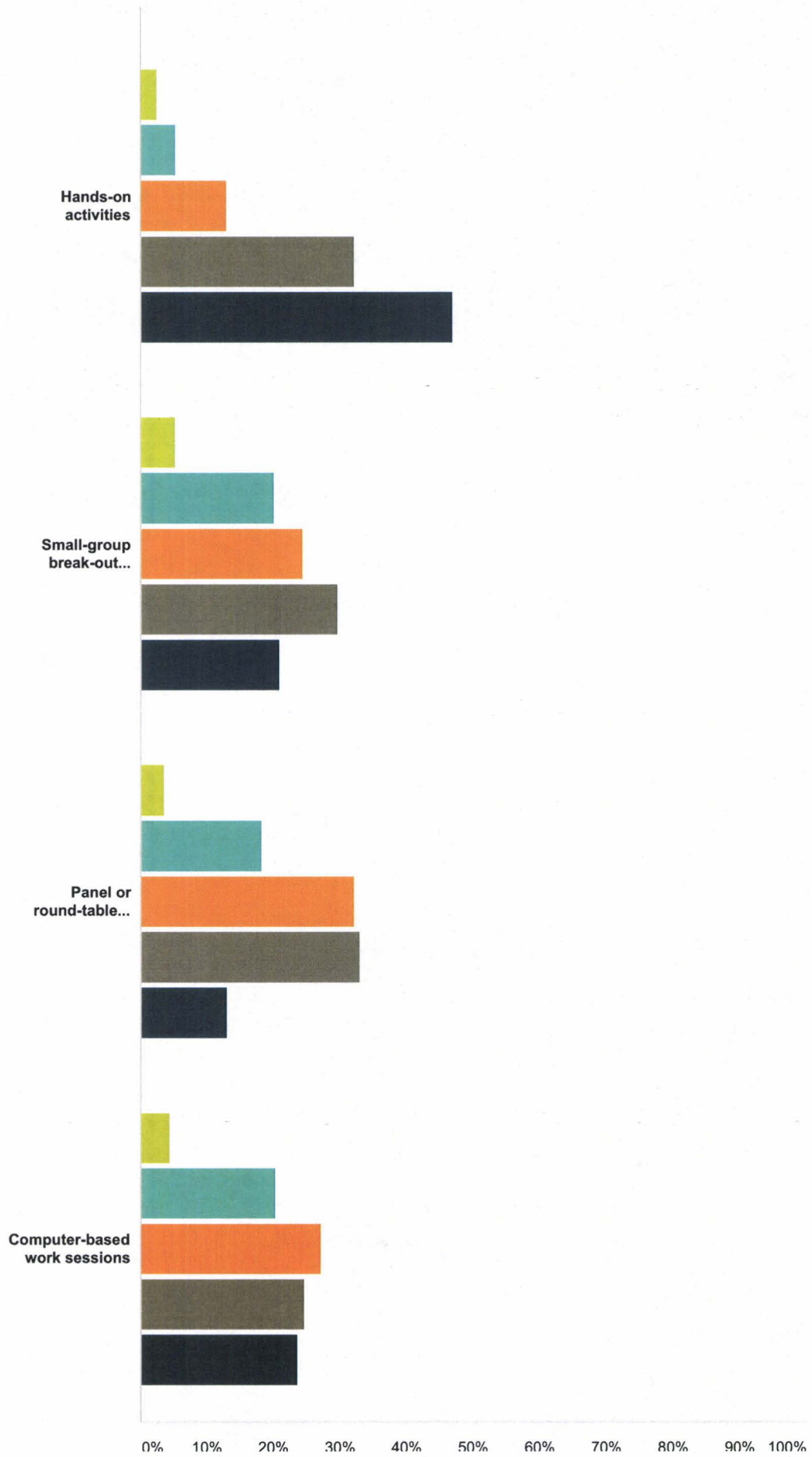
**Q17 Training events typically include a variety of different components. Please rate the following delivery methods in terms of their value to you as part of a training:**

Answered: 115 Skipped: 58





## MRD Training Needs Assessment





## MRD Training Needs Assessment

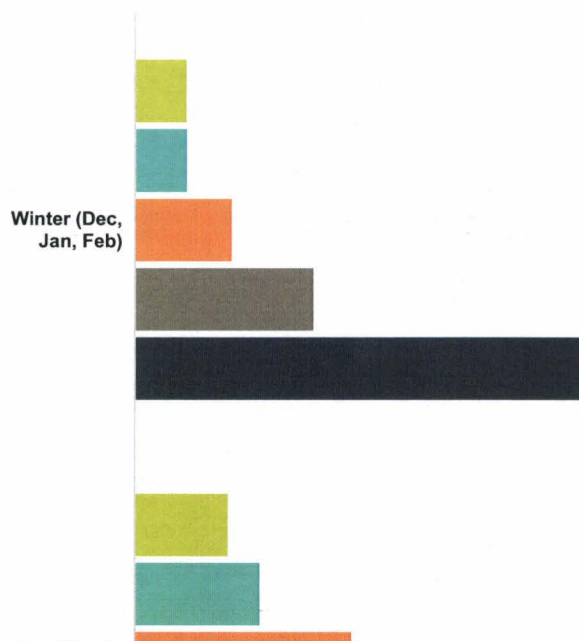
1 (no value) 2 3 4 5 (high value)

	1 (no value)	2	3	4	5 (high value)	Total
Presentations (Powerpoint or similar)	0.87% 1	8.70% 10	25.22% 29	36.52% 42	28.70% 33	115
Case studies	6.96% 8	13.04% 15	23.48% 27	36.52% 42	20.00% 23	115
Hands-on activities	2.61% 3	5.22% 6	13.04% 15	32.17% 37	46.96% 54	115
Small-group break-out activities	5.22% 6	20.00% 23	24.35% 28	29.57% 34	20.87% 24	115
Panel or round-table discussions	3.48% 4	18.26% 21	32.17% 37	33.04% 38	13.04% 15	115
Computer-based work sessions	4.39% 5	20.18% 23	27.19% 31	24.56% 28	23.68% 27	114

#	What other training components might be valuable to you?	Date
1	class room education, college courses	1/26/2015 9:51 AM
2	Books and self-training materials	1/26/2015 8:34 AM
3	Homework	1/23/2015 11:57 AM
4	Examples	1/23/2015 11:56 AM
5	role playing, homework assignments	1/23/2015 11:56 AM

### Q18 When are you most likely to attend trainings?

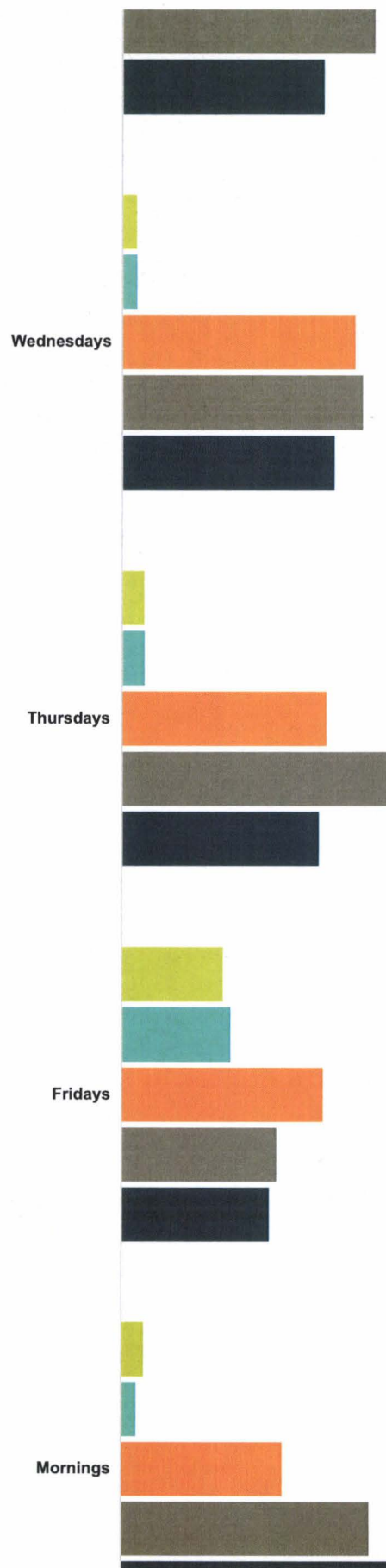
Answered: 115 Skipped: 58



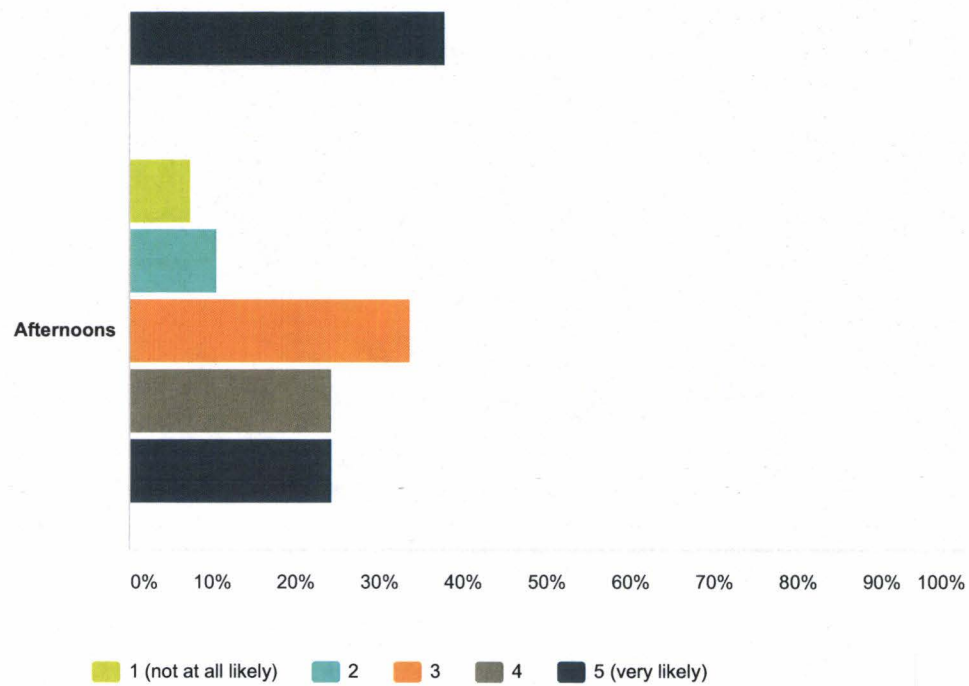
## MRD Training Needs Assessment



# MRD Training Needs Assessment



## MRD Training Needs Assessment

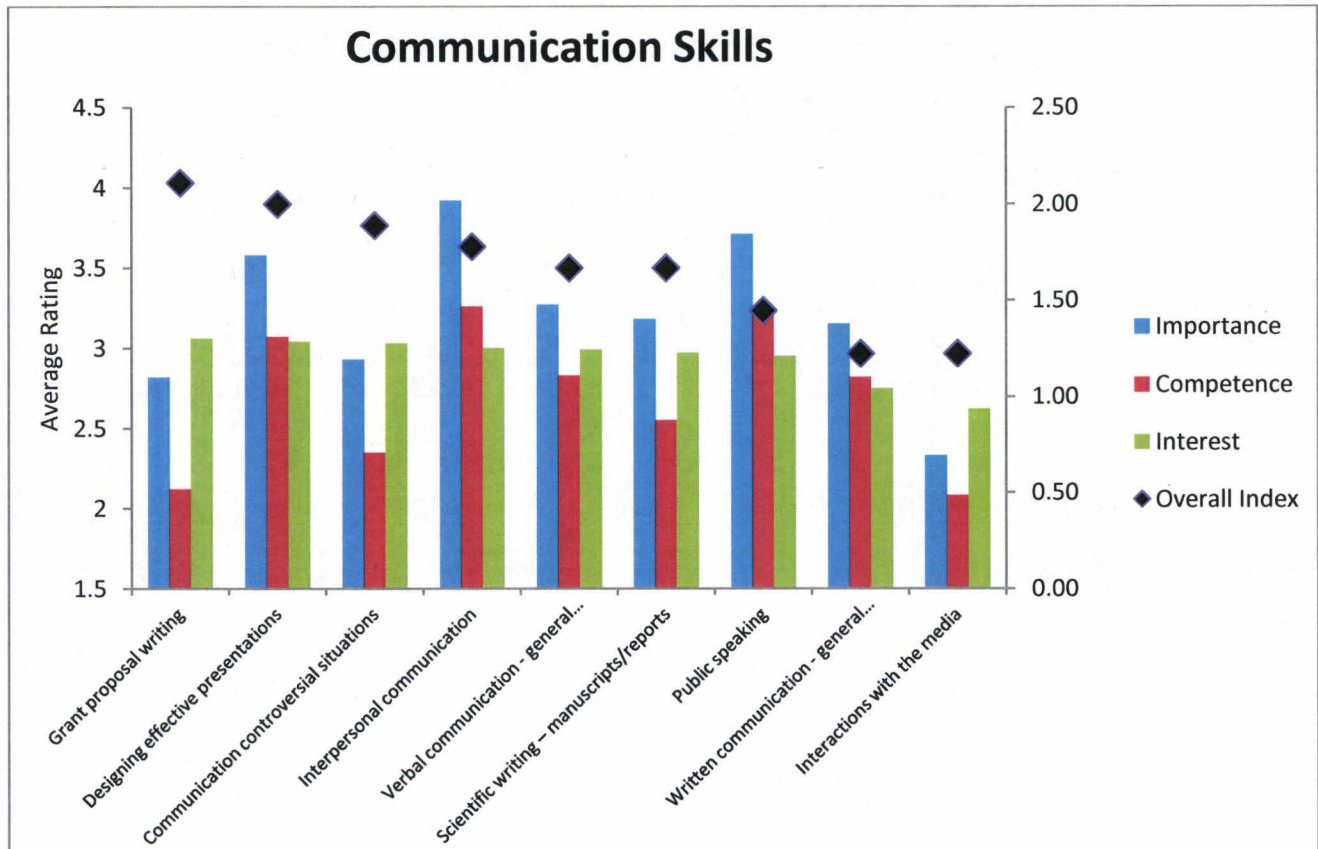


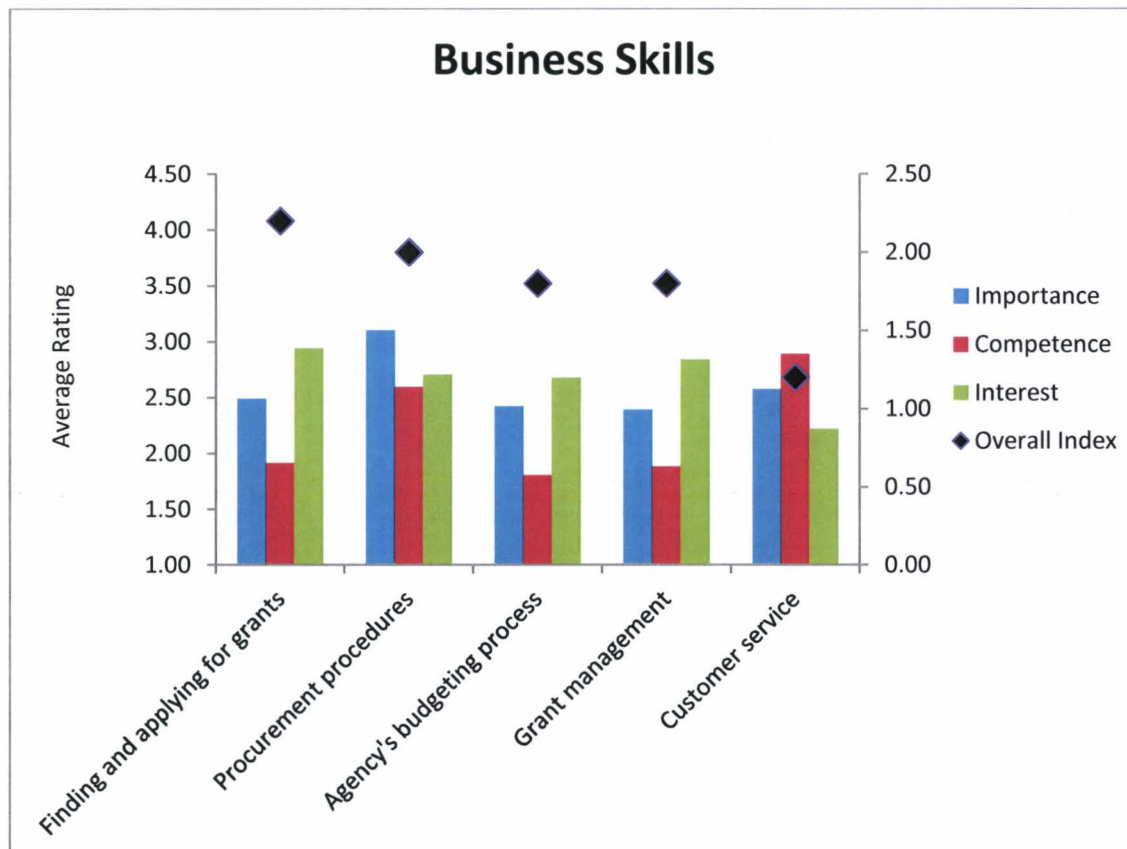
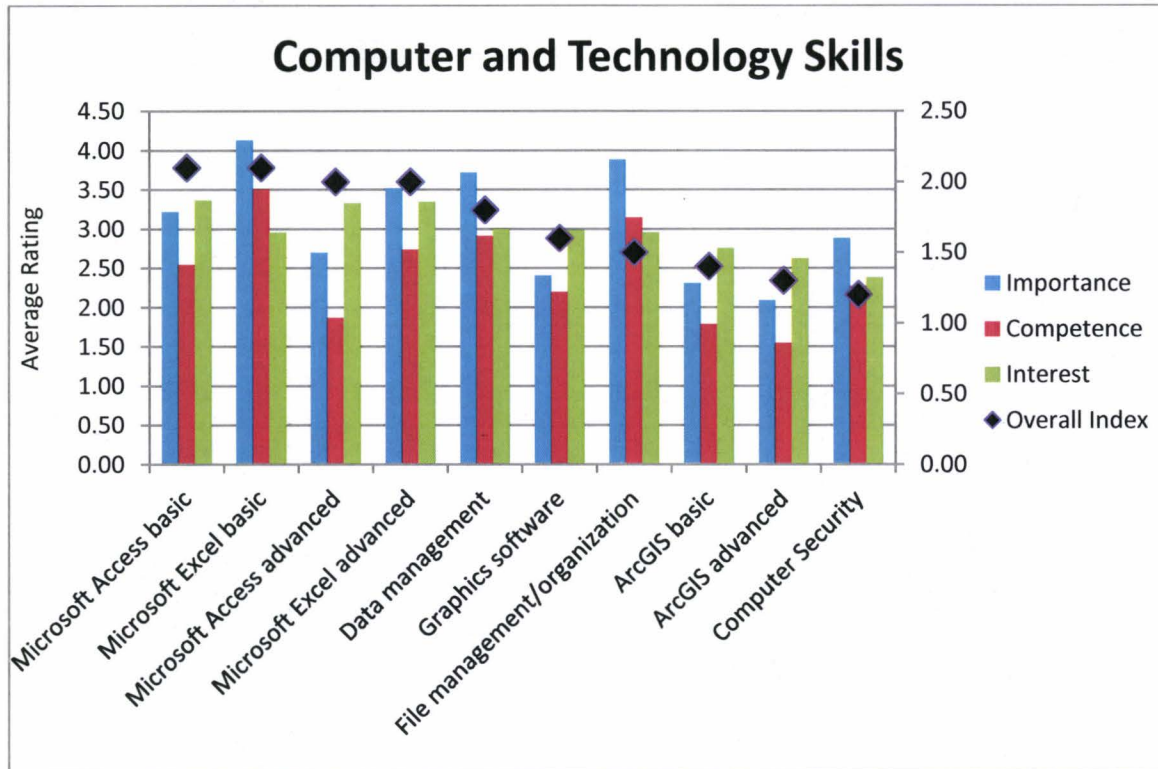
	1 (not at all likely)	2	3	4	5 (very likely)	Total
Winter (Dec, Jan, Feb)	6.25% 7	6.25% 7	11.61% 13	21.43% 24	54.46% 61	112
Spring (March, April, May)	11.21% 12	14.95% 16	26.17% 28	33.64% 36	14.02% 15	107
Summer (June, July, Aug)	25.47% 27	23.58% 25	16.98% 18	20.75% 22	13.21% 14	106
Fall (Sept, Oct, Nov)	5.61% 6	23.36% 25	23.36% 25	30.84% 33	16.82% 18	107
Mondays	12.37% 12	17.53% 17	26.80% 26	21.65% 21	21.65% 21	97
Tuesdays	3.03% 3	3.03% 3	30.30% 30	35.35% 35	28.28% 28	99
Wednesdays	2.04% 2	2.04% 2	32.65% 32	33.67% 33	29.59% 29	98
Thursdays	3.06% 3	3.06% 3	28.57% 28	37.76% 37	27.55% 27	98
Fridays	14.13% 13	15.22% 14	28.26% 26	21.74% 20	20.65% 19	92
Mornings	3.06% 3	2.04% 2	22.45% 22	34.69% 34	37.76% 37	98
Afternoons	7.37% 7	10.53% 10	33.68% 32	24.21% 23	24.21% 23	95

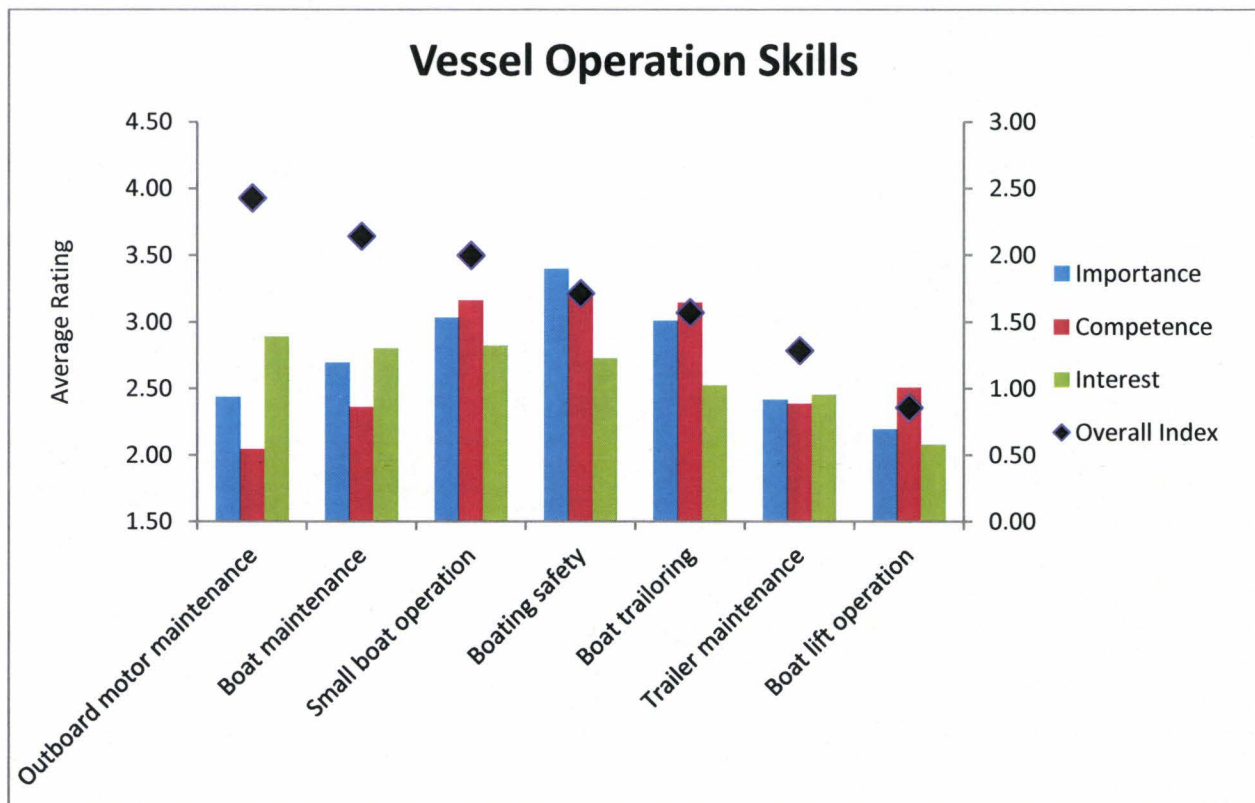
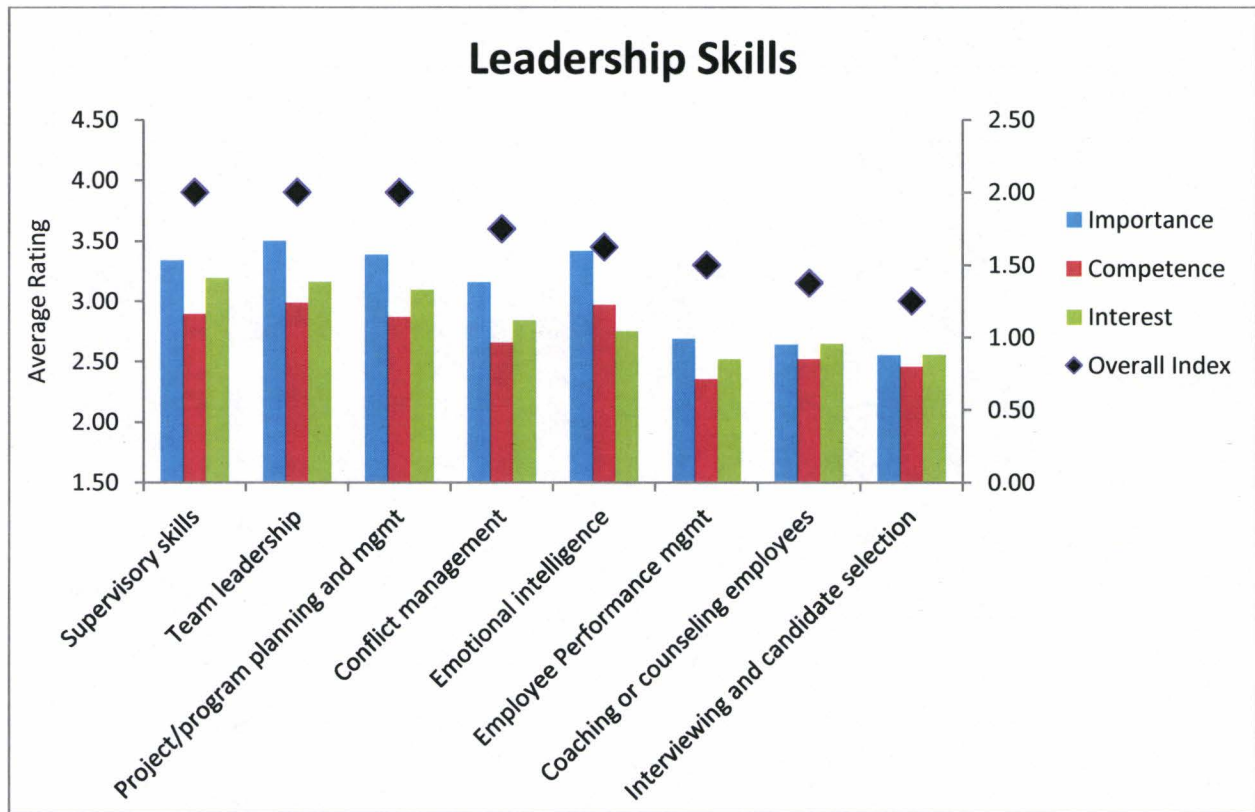


## Appendix D

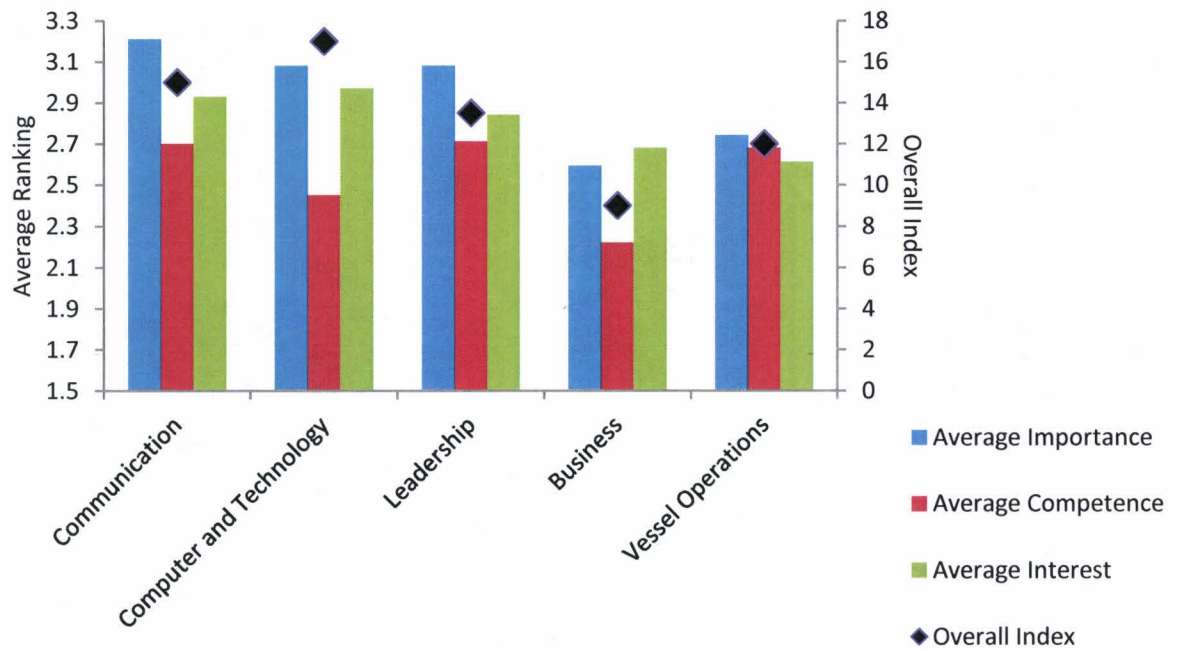
### Average Ranking and Overall Index for Each Skill







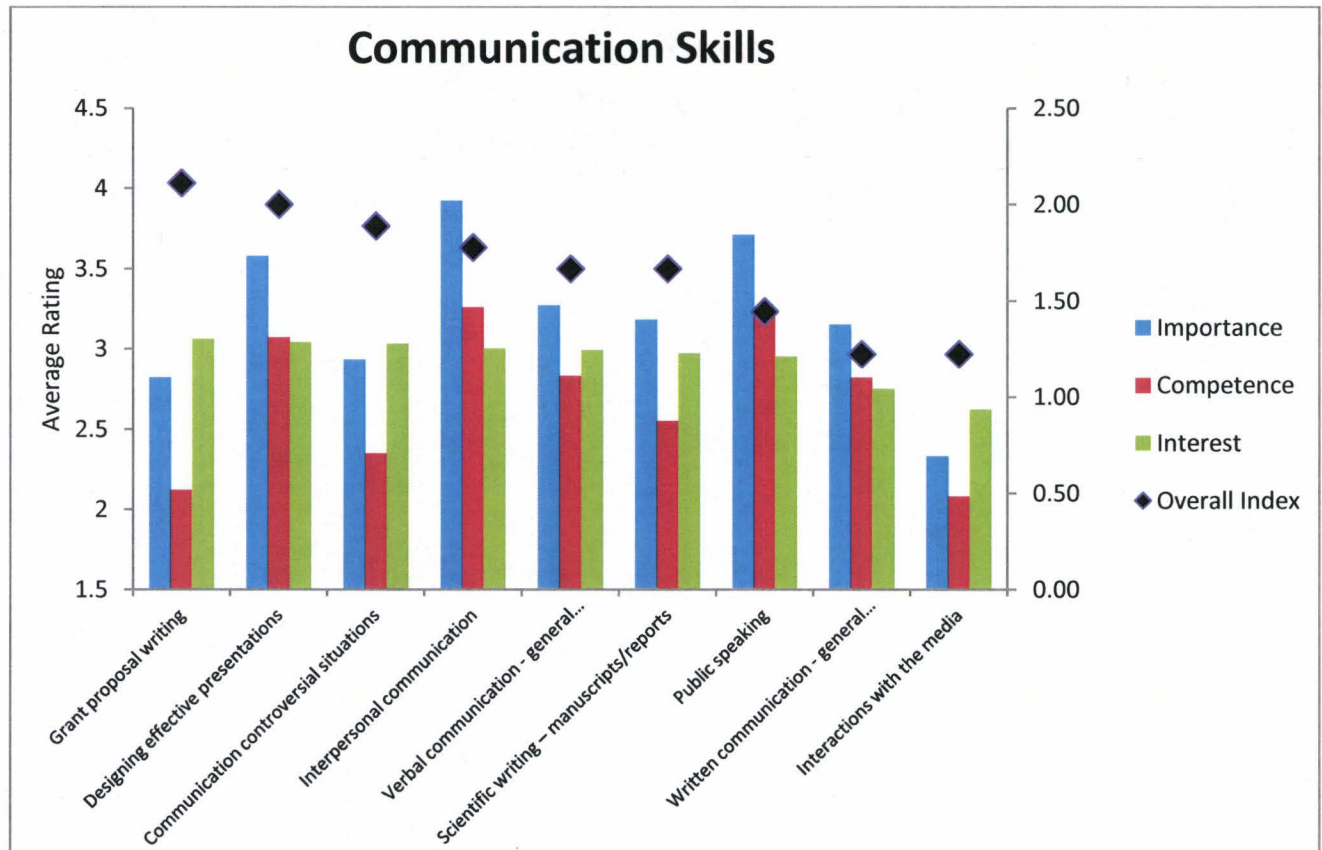
### Average Ranking of Broad Categories

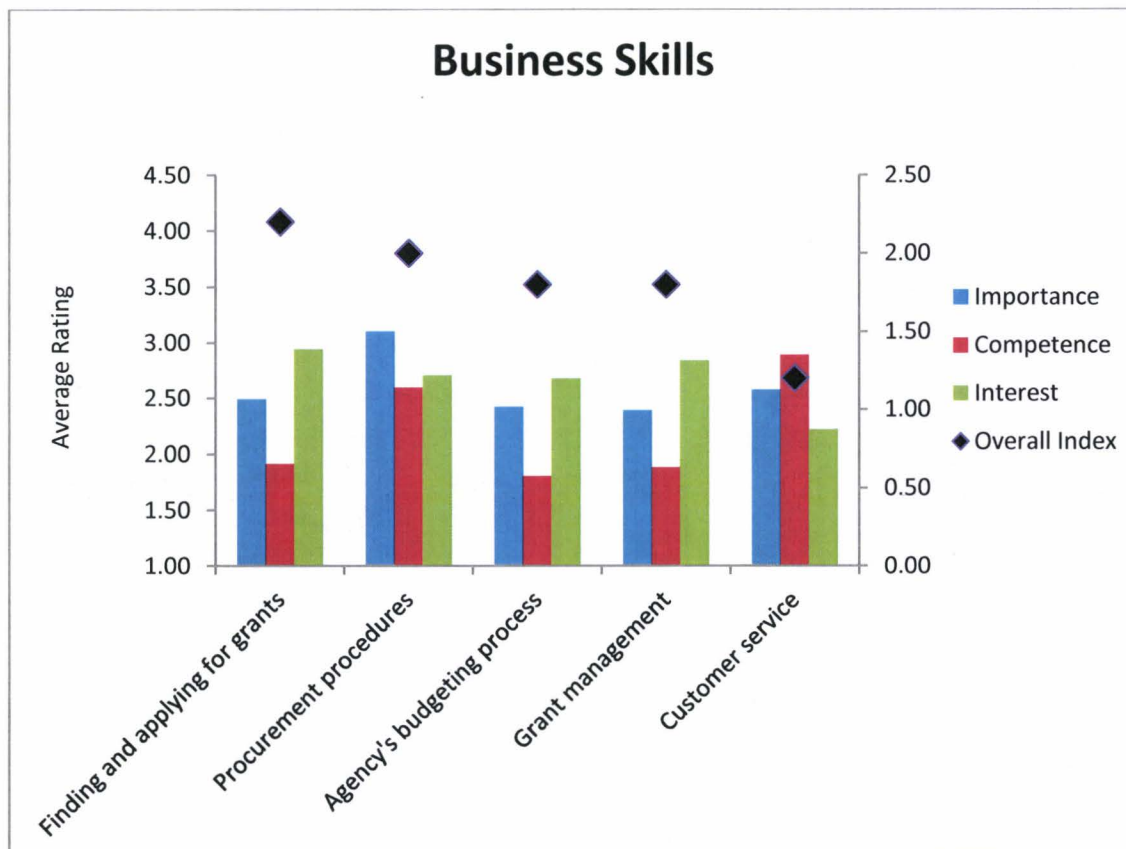
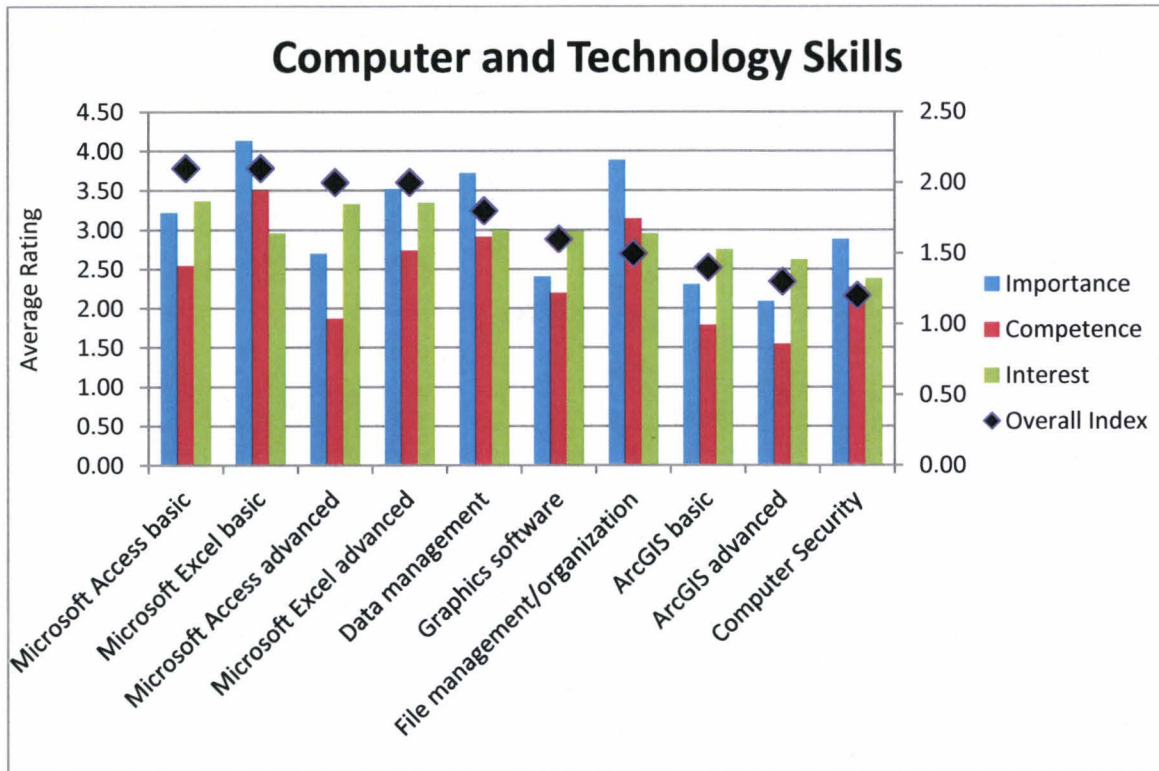


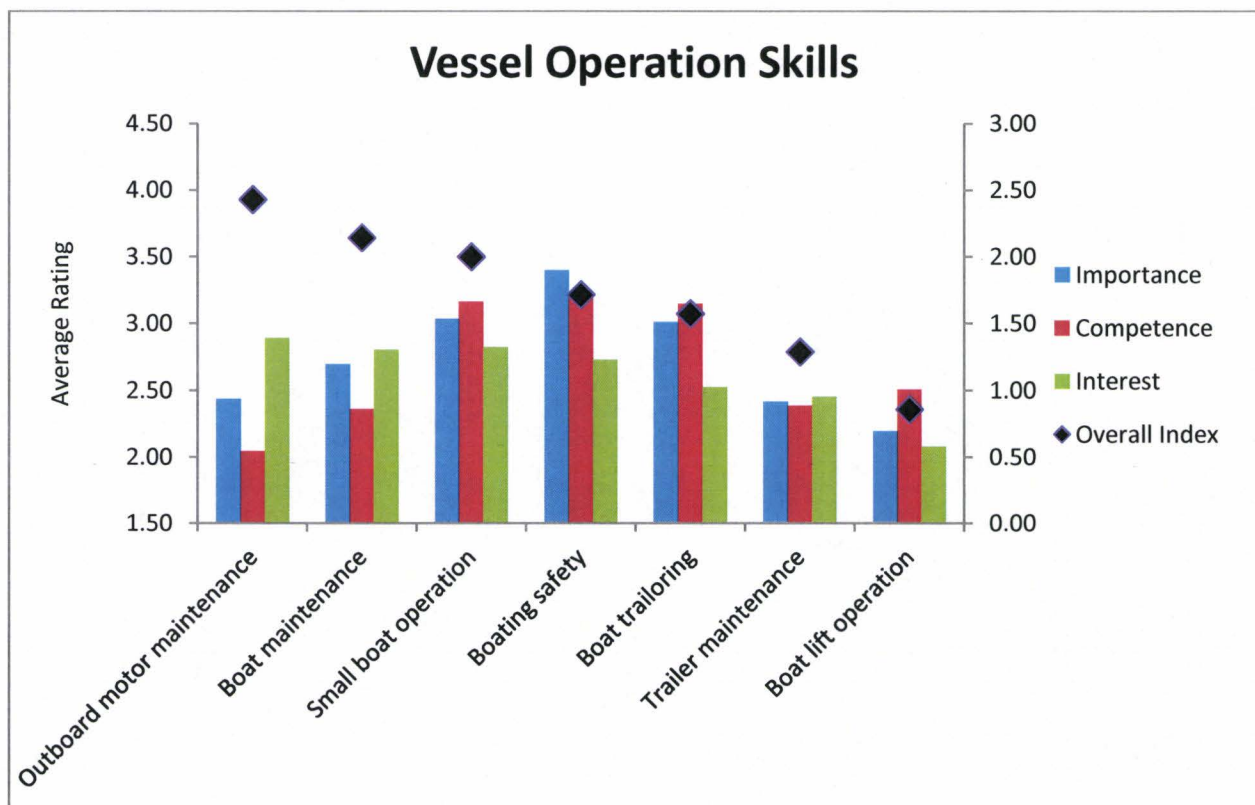
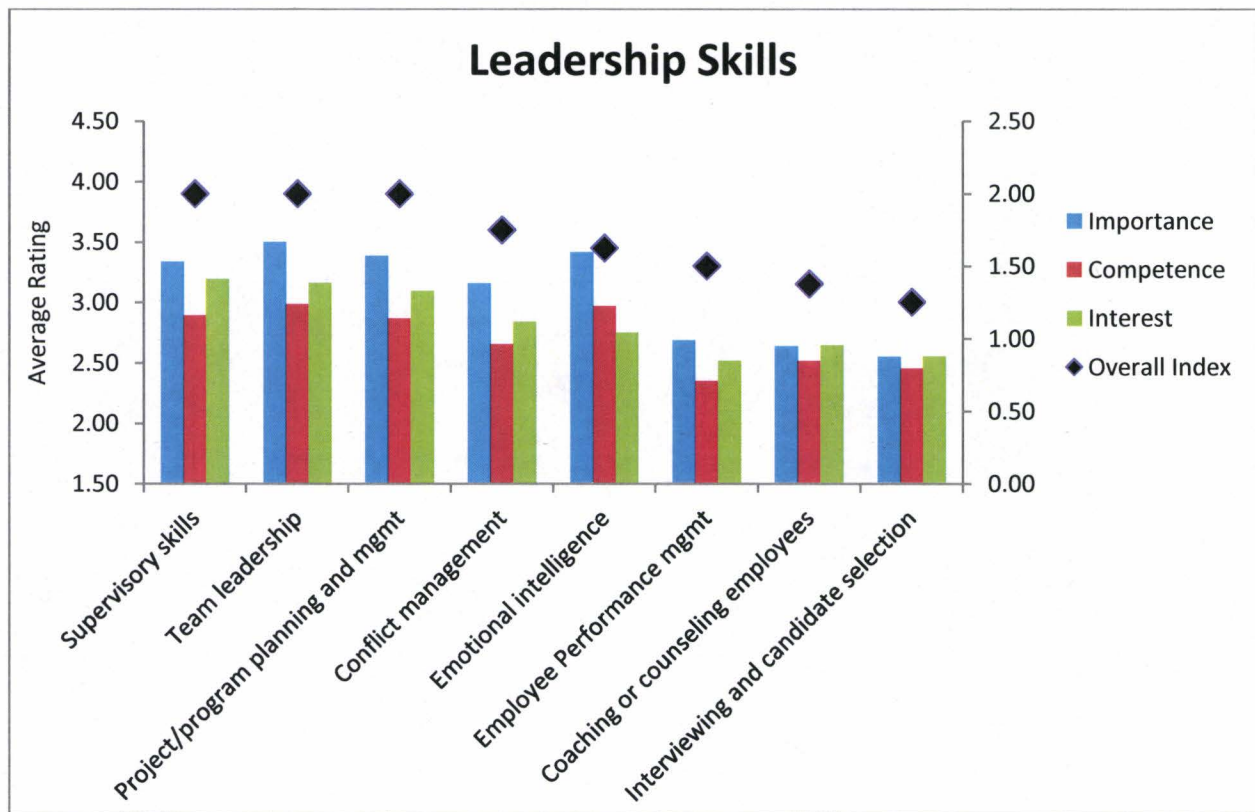


## Appendix D

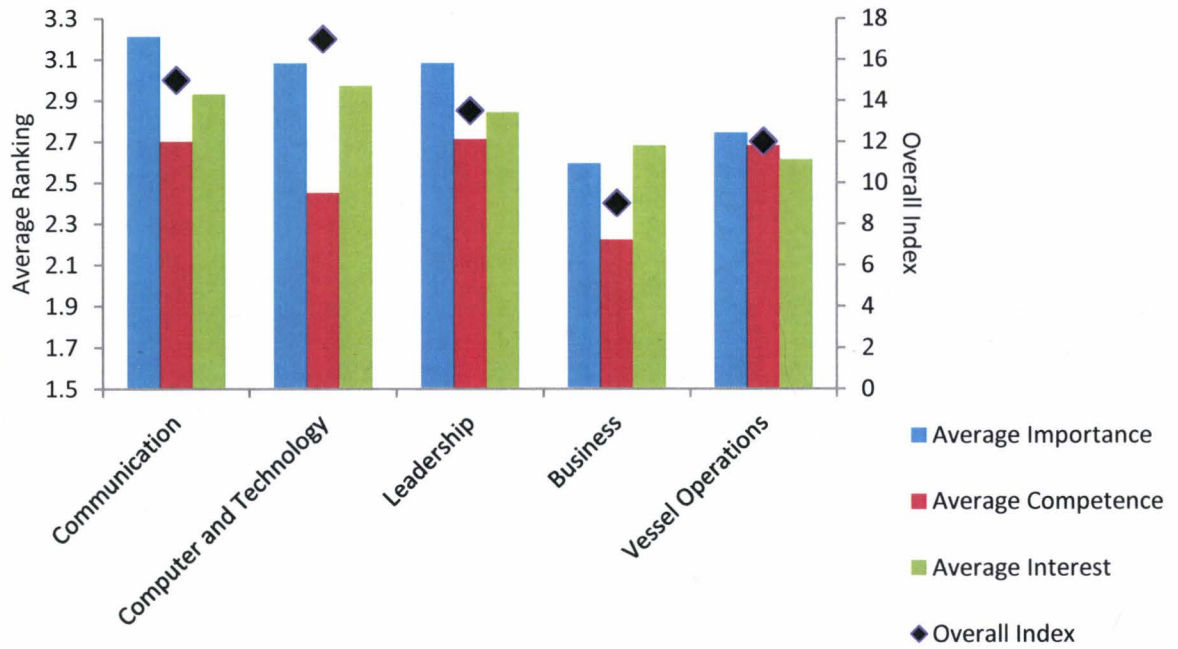
### Average Ranking and Overall Index for Each Skill







**Average Ranking of Broad Categories**





## Appendix E

### Prioritization by Overall Index

Topic or Skill	Overall Index
Outboard motor maintenance	2.43
Finding and applying for grants	2.20
Boat maintenance	2.14
Scientific writing – grant proposals	2.11
Microsoft Access basic	2.10
Microsoft Excel basic	2.10
Designing effective presentations	2.00
Microsoft Access advanced	2.00
Microsoft Excel advanced	2.00
Procurement procedures	2.00
Supervisory skills	2.00
Team leadership	2.00
Project/program planning and management	2.00
Small boat operation and handling	2.00
Communicating in controversial or contentious situations	1.89
Data management	1.80
Agency's budgeting process	1.80
Grant management	1.80
Interpersonal communication	1.78
Conflict management	1.75
Boating safety	1.71
Communicating scientific material to general audiences – verbal	1.67
Scientific writing – manuscripts/reports	1.67
Emotional intelligence	1.63
Graphics software	1.60
Boat trailoring	1.57
File management/organization	1.50
Employee Performance management	1.50
Public speaking	1.44
ArcGIS basic	1.40
Coaching or counseling employees	1.38
ArcGIS advanced	1.30
Trailer maintenance	1.29
Interviewing and candidate selection	1.25
Communicating scientific material to general audiences – written	1.22
Interactions with the media	1.22
Computer Security	1.20
Customer service	1.20
Boat lift operation	0.86

## Appendix F

Training Needs from Open Ended Responses	Number of Mentions
R Statistics Program	18
SAS Statistics Program	6
General statistics/data analysis	6
Program Mark (data analysis)	3
Powerpoint	3
Illustrator	3
SCEIS (for data and reports)	3
Prezi	2
Graphic design	2
Python	2
Google Earth	2
Visual basic	2
Communicating about business practices	2
Net repair	2
Stock assessment	2
Benefits - health, retirement, etc	2
Minitab	1
Sigma Plot	1
AD Model builder	1
Program Presence	1
NOAA Fisheries toolbox	1
Web page development	1
PRIMER	1
Acrobat	1
C++	1
Vue	1
Purchasing/shopping cart	1
Smart Notebook	1
Picasa	1
Imovie	1
SQL language	1
Automation for data management	1
PC-peripheral communications	1
Document archival	1
Storing PII	1
Photography and video	1
Developing lesson plans	1
Roberts Rules of order	1
Reading scientific documents	1
Time management	1
EPMS as a tool for performance mgmt	1
Immersion suit	1
Anchoring on falling tides	1

State and federal agency partnership in fish mgmt	1
Primer-E	1
Fed. Laws and regs that cover protected species	1
Fisheries management	1
Botany Bay plant ID	1
Climate change communications	1
First responder	1
fish species ID - juvenile	1
SC politics/political function	1
fish ID - snapper grouper	1
fish ID - sharks	1
Marketing skills	1
Learning theories	1
ISCO (programming and maintenance)	1
Electronics repair/troubleshooting	1
Cross-training between sections	1
GPS operation and data mgmt	1
Working with stakeholders	1
Modeling	1
YSI programming and maintenance	1
Ins and outs of common resource use (e.g. surf fishing)	1
Developing consensus	1
Cluster processing	1
Storytelling	1
knot-tying	1
Familiarization with DNR in general (non-MRD)	1
Diversity training	1
How agency works from research to regulation	1

## Appendix G

### Top Training Needs Identified by Supervisors

Computer and technology skills	# of responses
Access any level	20
EXCEL any level	19
Database management	7
R	5
ArcGIS	4
basic/advanced MS office skills	4
Statistical software packages/Stats	4
Data management using Excel	3

Vessel operations skills	
Boat safety	11
small boat operation	8
Boat maintenance	9
Boat trailering	6
Outboard motor maintenance	5
Trailer maintenance	5

Communication skills	# of responses
Oral Presentations	14
Scientific/technical writing	11
Science Translation	6
Interpersonal communication	4
Designing presentations	3
Written communication	3

Leadership and management skills	
General supervisory training	10
Team leadership/working as a team	9
Time Management	6
Conflict resolution	5

Business skills	
Procurement procedures	20
Budgeting/Account management	7



Appendix H

**EVALUATION FORM**  
**Coastal Wetland Identification Course**

April 17, 2014

**1. How would you best characterize your affiliation? (Please choose one)**

☐ Federal Agency  
☐ State Agency  
☐ Regional Agency  
☐ County Government  
☐ City/Town Government

☐ Non-profit Group  
☐ University/Academia  
☐ Concerned Citizen  
☐ Business  
☐ Other \_\_\_\_\_

**2. Participating in this event was a good use of my time:**

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Prefer Not to Answer/Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

**3. How much did this workshop increase your skill or ability to recognize wetland indicators?**

A Great Deal   A Lot   Some   A Little   Not at all   Prefer Not to Answer/Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

**4. Did you learn something that you will apply in your work or future decisions?**

Yes   No   Maybe   Prefer Not to Answer/Not Applicable

☐   ☐   ☐   ☐

**5. Please describe your feelings about the following aspects of today's training:**

<b>Content</b>	Too Basic		Just Right		Too Detailed
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Format</b>	Too much classroom time		Just Right		Too much field time
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Length</b>	Too Short		Just Right		Too Long
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. What other types of training would be of value to you and your colleagues? (circle)**

Wetland Mitigation   Low Impact Design   Conservation Development

Wetland Creation   Structural Stormwater BMPs   Other: \_\_\_\_\_

**7. Do you have any comments about today's training?**

THANK YOU!!